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ABSTRACT

This report provides descriptive information on the research, demonstration, and evaluation programs of the Office of Child Development during fiscal year 1974. An overview describing the role, function, and long range goals of the Office of Child Development is presented. Specific research, demonstration, and evaluation projects (both continuations and new starts) are listed under a variety of topic areas: child advocacy, child abuse and neglect, child development and the family, children at risk and the child welfare system, day care, social policy/information dissemination, television and children, developmental continuity, and parent-child interaction. Each project is briefly described. Other information provides the name and address of the principal investigator and the amount of the grant received from the Office of Child Development. (Author/CS)

ED103132

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Research, Demonstration, and Evaluation Studies

FISCAL YEAR

1974

PS 007852

If the reader wishes further information on any particular research, demonstration, or evaluation project, he should write directly to the Project Director at the address provided.

00093

RESEARCH, DEMONSTRATION, AND EVALUATION STUDIES
Fiscal Year 1974

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Acting Associate Chief, Children's Bureau

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Editor

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of the Secretary
Office of Human Development
Office of Child Development
Children's Bureau
Research and Evaluation Division

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00004

TABLE OF CONTENTS

Introduction..... 1

Overview of Agency Mission, Function, and Long Range Goals..... 2

Research, Demonstration, and Evaluation Program..... 6

Projects Funded in Fiscal Year 1974

Research and Demonstration Projects

Advocacy..... 11

Child Abuse and Neglect..... 13

Child Development and the Family..... 20

Early Childhood

Education for Parenthood

Family Interface with Schools and Other Institutions

Family Styles

Social Ecology

Children at Risk and the Child Welfare System..... 38

Adoption and Foster Care

Adoption of the Handicapped

Deinstitutionalization

Emergency Services

Institutions/Other

Day Care..... 48

Social Policy/Information Dissemination..... 60

Television and Children..... 64

Evaluation Projects

Preschool Child Development..... 70

00005

Developmental Continuity..... 68

Parent-Child Interaction..... 70

State, Local and Community Capacity Building in Children's Institutions..... 71

Indices

DHEW Region Index 73

Principal Investigator and Institution Index 78

Project Number Index 83

00006

Introduction

The purpose of this report is to provide descriptive information on the research, demonstration, and evaluation program of the Office of Child Development for Fiscal Year 1974.

An overview describing the role, function, and long range goals of the Office of Child Development is included along with a discussion of the research, demonstration, and evaluation program and its areas of activity undertaken in support of the goals of the agency.

Specific research, demonstration, and evaluation projects funded in Fiscal Year 1974 (both continuations and new starts) are then provided within the context of these areas of activity. Each area of activity is briefly described and reflects the program and strategy developed in relation to the issues of concern.

A DHEW Region, Principal Investigator and Institution, and Project number index are included.

Overview of OCD Mission, Function, and Long Range Goals

The Office of Child Development, located within the Office of Human Development, DHEW, serves as an advisor to the Secretary, the Assistant Secretary for Human Development, and other Federal agencies on matters pertaining to the care and development of children. The Agency assists in the development of national policies and programs which have a significant impact on the well-being of children and their families. The Office develops information on problems and trends affecting child life; analyzes information on programs serving children; recommends and reviews legislative proposals in the area of early childhood development and child welfare; and provides leadership in the development of priorities and strategies for childhood research, demonstration, and experimental efforts. In addition, through such activities as the development of model legislation and standards, the provision of technical assistance, and the conduct of demonstration projects, OCD seeks to stimulate institutional changes at the Federal, State and local level in order to improve the delivery of services to children and families, particularly those children and families who are most at risk due to economic disadvantage or other vulnerabilities. Major programmatic activities conducted by the Office of Child Development are focused on meeting the developmental needs of preschool-age children from low-income families and on improving services to particular populations of vulnerable children such as the abused or neglected, children in foster care, children in need of adoptive homes, and children in institutions. The Agency also conducts a variety of research and demonstration activities designed to improve the quality of children's programs (e.g., day care, emergency services, etc.) and to measure their impact on the children and families served.

The Office of Child Development has set priority on the following long range goals on the basis of assessing their importance and appropriateness in relation to the selected target group populations and improving the agency's capacity to serve as a more effective children's advocate:

1. Capacity Building

   Improve State capability in the provision of child development and child welfare services with priority on developing capacity on a State and area-wide basis in planning, needs assessment, and program management. Efforts will be directed toward ensuring that, by 1980, 80% of the States have acquired the intended capabilities (as measured against clearly defined criteria) and are in fact carrying out an appropriate set of functions (assumes passage of appropriate capacity building legislation).

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2. Head Start

Strengthen Project Head Start as a national demonstration of cost-effective, community-based methods for providing developmental care to low-income children. More specifically, this goal entails continuation and expansion of the Head Start improvement and innovation effort with particular emphasis on:

- o Improving local Head Start performance in the areas of health and nutrition services, parent involvement, services to handicapped children and basic program management;
- o Program innovation and experiments aimed at expanding the range of options available to local communities for designing and organizing the delivery of child development services; and
- o Upgrading OCD Regional Office capacity to support Head Start improvement and innovation efforts.

3. Child Welfare

Assist public and private child welfare agencies in effectively providing child welfare services to children and families (in their own homes or in substitute care) through a systematic effort to improve OCD capacity to:

- o collect and analyze child wefare service data;
- o provide program standards and guidelines;
- o develop, and encourage the enactment of model laws;
- o develop and test program models;
- o provide training materials and programs for child care workers.

4. Day Care

Develop and test a variety of mechanisms and approaches for improving existing day care delivery systems so that by 1980:

- o Research will have provided good information on such key day care policy issues as staff/child ratio, staff professionalism, and parental attitudes and needs.
- o Material describing workable techniques and mechanisms which can significantly improve the quality of care provided

00009

in family day care homes at reasonable costs will be disseminated to state and local governments and technical assistance will be provided.

- o The quality of existing day care provided under Federal auspices will be assessed and described and recommendations will be made and implemented as to means of improving the current day care delivery system and the quality of care purchased.

5. Child Care Personnel Training

In order to upgrade the quality of programs for preschool children and to increase the supply of adequately trained child care staff by 1980, OCD will:

- o Identify and define competencies essential for early childhood staff training.
- o Develop and implement an assessment system for child care staff based on child-centered competencies.
- o Develop a nationally recognized CDA credential which will be incorporated into the licensing and certification requirements of at least 30 states by 1980.
- o Develop competency based curriculum models for teacher training which will be instrumental in changing traditional academic training approaches.
- o Train, assess and credential approximately 55,000 Child Development Associates by 1980 (assumes passage of appropriate Child Care Personnel Training legislation).

6. Information

Establish an information capability and system for the purpose of identifying, analyzing, and disseminating information relevant to conditions, social trends, and problems affecting children and children's services as well as information gained through research and evaluation activities. Included in this goal is the capacity to describe the status of children on a regular basis, to describe programs and services for children, to assess their impact on the children served, and to provide information useful for policy, program, research, demonstration and evaluation planning.

7. Intradepartmental Coordination

Develop and maintain an effective, ongoing intra-departmental coordinating mechanism for the purpose of providing the Secretary and other key DHEW officials with:

- a DHEW-wide overview and assessment of the impact of Departmental policies, programs and budget on children and their families;
- an identification and analysis of special problems of children;
- policy options and recommendations for remedial action, including how the activities and resources of various DHEW agencies may be brought to bear upon common objectives related to the needs of children.

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Research, Demonstration, and Evaluation Program

The research, demonstration, and evaluation program established in conjunction with the legislative mandated responsibility of the agency to administer a research and demonstration program in child welfare (Section 426, SSA) and an evaluation program in conjunction with on-going operating activities (Section 222, EOA) conducts activities in support of each of the agency objectives.

The program supports capacity building in the states through its evaluation of large scale program design experiments and its funding of demonstrations to ensure states have access to the information needed for designing delivery systems for children's services and to provide them with a continuing flow of innovative program designs, needs assessment techniques, and delivery systems for utilization by public and private agencies serving children.

The strengthening of the Project Head Start Program is primarily supported through the evaluation component. The findings from these assessments as well as those of related research and demonstration activities in the field of early childhood are continually being utilized in the planning processes, policy-making, and ongoing development of the Head Start Program. The evaluation effort serves as part of the developmental process when building new programs or services (formative); as an assessment of general or differential impacts of programs and services (summative); an assessment of the efficiency as well as effectiveness of programs and services.

The goal of child welfare is served through a number of research and demonstration activities aimed at improving services for such vulnerable children as the abused and neglected, children in institutions, foster care, and in need of adoptive homes; and enhancing family stability through the Education for Parenthood Program.

Improving existing day care delivery systems in order to more effectively serve those children requiring part-time substitute care is supported through a number of research and demonstration projects. These include determining the nature and extent of existing services, impact of day care on the development of the child; curriculum and program development; development of model alternative delivery systems and guidelines for day care licensing.

Child care personnel training is primarily supported through related evaluative activities. Results of further identification and evaluation of significant outcome variables associated with overall development (social competency) of children contribute to the refinement of competency based curriculum models which are the

focus for training. The goal is further enhanced through the assessment of training efforts.

The research, demonstration, and evaluation program specifically supports the goal of establishing an information capability through its funding of studies to identify critical social indicators describing the well-being of children; demonstration projects to generate new information on programs designed to counter child abuse and neglect; the pooling of information about all activities and plans along with that of other agencies to the Interagency Panel on Early Childhood Research; and the development of a utilization and dissemination policy encompassing each of the funded projects.

The goal of Intradepartmental Coordination is facilitated through the participation and contribution of research, demonstration, and evaluation information to the Interagency Panel on Early Childhood Research; coordination of program activities in conjunction with the Intra-Departmental Committee on Child Advocacy; and interagency coordination and combined funding of demonstration programs designed to counteract child abuse and neglect.

While the activities of the research, demonstration, and evaluation program reflect a continual concern on all matters pertaining to the overall goals of the agency, each year priority areas are established and statements prepared describing the research and demonstration issues deemed of critical importance to the agency in support of its mission. Continuity is reflected in these areas from one year to the next with current research and demonstration thrusts developed on the basis of current data, information, and knowledge derived from previous and ongoing efforts, including analyses and syntheses designed to highlight crucial knowledge and development gaps.

For example, during Fiscal Year 1974, new thrusts were announced in the form of priority statements in the areas of child abuse and neglect, child development and the family, children at risk and the child welfare system, and television and children. While these areas are interrelated and reflect the continuity of concern of the agency, the specific announcements pertaining to these areas highlight specific issues to be addressed in light of current knowledge and information available. While abused and neglected children are children at risk and involve the child welfare system, and television and children are related to child development and the family, the areas of activity are distinguished for the purposes of the priority statements and this report on the basis of the research and demonstration program and strategies developed to address the specific and varying issues they represent.

During Fiscal Year 1974, a new demonstration program was announced directed at the creation and development of innovative approaches to the problems of child abuse and neglect at the local and state levels. The program represents a combined funding effort on the part of the Office of Child Development, Social Rehabilitation Service, Health Services and Mental Health Administration, and the Office of Education. The goal of this effort is to have information illustrating how to develop community-wide programs to deal with the problem of child abuse and neglect in a systematic and coordinated manner. Demonstration projects aimed at establishing self-help groups for child abusing and/or neglecting parents in states, or local communities were also encouraged.

The research and demonstration thrust reflected in the announcement concerning child development and the family depicts the critical issues of the field of child development and the family within an ecological-systemic framework. This reflects the priority concern with the child in the context of his family, and of the family as it interacts with the larger society and institutional framework, views the family as the primary and critical social institution for child development, de-emphasizes intervention models focusing exclusively on the child, and takes into consideration cultural pluralism. The focus pertains to issues of how families cope with external institutions and major changes in social circumstances to meet their needs with respect to socializing the child; and how families do/do not interface with the school in socializing the child.

The announcement concerning children at risk and the child welfare system focuses on two specific sub-populations of children at risk: children with physical and mental handicaps; and children removed from public residential care institutions and returned to the community setting. The issues of concern are how to minimize the prolonged separation of children, particularly the handicapped, from families and family life including that of how to recruit adoptive parents for handicapped children; and how to ensure that de-institutionalization processes are constructive in terms of the effects on child welfare and child development including that of how the processes of deinstitutionalization affect the children involved.

The research and demonstration announcement in the area of television and children focuses on two facets of the role of television as a socialization agent: how television program content and family television viewing patterns influence family social relationships and, reciprocally, how family social relationships influence family television viewing patterns; and how television content affects the development of children's attitudes about social roles, including both role stereotypes and role diversity.

The evaluation activities highlight current Office of Child Development programmatic directions in the areas of preschool child development, development continuity, parent-child interaction, and state, local and community capacity building. While these areas are interrelated, they are distinguished for the purpose of this report on the basis of the programmatic issues they reflect. The evaluation program in Fiscal Year 1974 in addition to serving in multiple capacities in relation to program development further reflects the emphasis to investigate specific program effects on specific sub-groups, to study a combination of process and outcome variables as well as a broadened array of outcomes on both children and families; and to assess long-term impacts as well as short-term effects.

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Projects Funded in Fiscal Year 1974

The research, demonstration, and evaluation projects funded by the Research and Evaluation Division of the Children's Bureau of the Office of Child Development (OCD) are listed in numeric order under the areas of activity they depict. The areas of activity include those of ongoing concern as well as those receiving priority emphases in Fiscal Year 1974.

In addition to those projects funded in Fiscal Year 1974, there are a few projects listed that were funded in earlier years and are ongoing due to an extension of the grant period.

The current grant period and amount of grant award appear under the synopsis. A "(C)" following the OCD identification number indicates that the project is continuing beyond the initial year; for example, (C-2) would mean the present grant year is the second continuation, or third year.

If the reader wishes further information on any particular project, he should write directly to the Project Director at the address provided.

00016

RESEARCH AND DEMONSTRATION PROJECTS

ADVOCACY

Advocacy is part of a larger effort developed in conjunction with the Intra-Departmental Committee on Child Advocacy (ICCA) established by the Office of Child Development in 1972. The aim of the effort is to determine the type of delivery systems needed for effective intervention into service and institutional systems on behalf of children.

OCD-CB-317(C2)
Child Advocacy Program

This child advocacy model has three goals: 1) to identify specific problems which interfere with a child's normal development; 2) to insure that all first grade children within a designated area obtain all needed available community services; 3) to identify needed preventive and corrective services not available and to mobilize resources to initiate them. The approach is based on an advocacy team concept consisting of indigenous high school seniors (child advocates), college students (team leaders), and various professionals, and a hierarchical problem-solving system.

Victor P. Satinsky, M.D.
Hahnemann Medical College and Hospital
230 North Broad Street
Philadelphia, Pennsylvania 19102

6/1/74 - 5/31/75
$103,846

OCD-CB-386(S)
Classification and Analysis of Child Advocacy Projects; and
Child Advocacy Methods and Techniques: An Evaluative Study

The first part of this project included the development of research instruments and analysis of HEW advocacy programs so as to facilitate department-wide testing of hypotheses relating to child advocacy. The second part pertains to preparation and dissemination of major "state of the field" documents as well as empirical descriptions of model programs and the service system at the local level. Results of an international meeting of project staff from eight countries will also be included.

Alfred J. Kahn, D.S.W.
Sheila B. Kamerman, D.S.W.
Columbia University
Box 20, Low Memorial Library
New York, New York 10027

9/1/73 - 1/31/75
$75,462

00017

90-C-254
Rural Migrant Health Aide Development Project

The objective of this project is to develop a community health aide training package that will take into consideration the assessments of health service providers, the existing legal system for service delivery, and the scarcity of health providers in the Chicano migrant community. The program will be conducted in a highly rural setting with limited health resources available and will serve Chicano migrant farm workers with children aged 0-8 years.

Abdon Ibarra
Texas Migrant Council, Inc.
P.O. Box 917
Laredo, Texas 78040

6/1/74 - 5/31/75
$50,000

CHILD ABUSE AND NEGLECT

Child Abuse and Neglect is part of a larger effort of the agency designed to improve the identification, treatment, and prevention of child abuse and neglect. Program activities reflect the role of the Office of Child Development as lead agency on the Intra-Departmental Committee on Child Abuse and Neglect and the primary emphasis placed on the development of preventive strategies.

OCD-CB-141(C2)
Study of Social Illness in Children

The project integrates a descriptive epidemiologic study of the "social illnesses" of childhood (failure to thrive, child abuse and neglect, pica, accidents and ingestions) and a study of family situations from which such children may come. They expect to be able to identify attributes of child, family and environment which discriminate child abuse cases from other categories of early childhood social illness.

Charles A. Janeway, M.D.
Children's Hospital Medical Center
300 Longwood Avenue
Boston, Massachusetts 02115

6/1/74-5/31/75
$109,288

OCD-CB-366(C2)
The Extended Family Center

The project provides services to the battered child and to his parents through a day care/treatment modality in an attempt to minimize the generational effect of child abuse. The treatment involves the development of group methods for use with parents and uses parent aides who once were abusive parents. Concurrently the day care center provides mothering and rehabilitative therapy for the children.

Elsa Ten Broeck, M.S.W.
Mission Child Care Consortium, Inc.
3145 23rd Street
San Francisco, California 94110

7/1/74-6/30/75
$185,709

OCD-CB-371(C1)
Prospective Study in Child Abuse

The objectives of this study are:1) to develop statistics on the number and characteristics of children hospitalized through the Department of Health and Hospitals system for reasons of nonorganic failure to thrive,

99619

child neglect, and nonaccidental trauma; 2) to design a longitudinal study outlining intellectual and physical developmental parameters in these children; 3) to provide early intervention to some of these index children to compare their developmental progress with other index children not so treated.

Roger Cadol, M.D.
Denver Department of Health and Hospitals
W. 8th Avenue and Cherokee Street
Denver, Colorado 80204

7/16/73-7/15/74
$121,156

OCD-CB-454(C1)
National Clearinghouse for Child Neglect and Abuse

This project has established a national clearinghouse for systematic data collection pertaining to the nature, incidence and characteristics of child neglect and abuse. Periodic reports and analyses of factual data will be published for public and professional use for the planning of research and services in child abuse. Analyses will also be available to states at minimal cost.

Vincent De Francis, J.D.
Children's Division
The American Humane Association
P.O. Box 1266
Denver, Colorado 80201

3/1/74-2/28/75
$166,499

OCD-CB-473(C1)
Legal Bases for Child Protection

At present, many decisions on child neglect are alleged to be made from the perspective of middle class mores, and are also highly variable by state. This project is evaluating all present child neglect laws and seeks to develop a model law and guidelines for its interpretation. The "model" will be reviewed by legal and social authorities, and individuals representing ethnic minorities and other interested groups.

Sanford N. Katz, L.L.D.
Boston College Law School
Brighton, Massachusetts 02135

6/30/74-6/29/75
$103,726

OCD-CB-500(C1)
Structure and Performance of Programs of Child Abuse and Neglect

This project is conducting a survey of protective service programs relating to child abuse and neglect for use in planning future experi-

00020

mental demonstration programs. Criteria for evaluation and a descriptive framework characterizing different programs and identifying their differences are being developed for use in the survey.

Saad Z. Nagi, Ph.D
The Ohio State University
1250 Chambers Road
Columbus, Ohio 43212

7/1/74-6/30/75
$200,000

OCD-CB-508
Revision of the 1962 Model Child (and Neglect) Reporting Law

The objective of the project is to revise the model child abuse reporting law developed by the Children's Bureau in 1962 to serve as a comprehensive and practical guide to assist state and local governments in realizing the potential of reporting as one means for dealing with the problems of child abuse and neglect.

Madelynn Heintz
Institute of Judicial Administration
40 Washington Square South
New York, New York 10012

12/1/73-11/30/74
$155,000

90-C-73
The Family Learning Center Project

"The Family Learning Center Project", seeking to serve abused and neglected children and their families among a county-wide population of 206,000, intends to coordinate existing resources, increase capacity to collect, analyze, and disseminate information related to referral and treatment procedures, and increase treatment options, especially related to crisis response and children's needs. Among the program elements included in this multidisciplinary effort are public education, medical evaluation and treatment, school and pre-school referral programs, and a Family Learning Center incorporating a 24-hour hot line and crisis nursery, lay therapy, and treatment and education for children and parents.

Margaret Nicholson
Adams County Department of Social Services
4200 E. 72nd Avenue
Commerce City, Colorado 80022

5/1/74-4/30/75
$157,080

00021

90-C-74
A Protective Service System - Union County, New Jersey

This publicly operated county-wide project intends to establish a comprehensive, systematic, and integrated service delivery network for abused and neglected children and their families in Union County, New Jersey, serving a population of 543,000. Program elements in this multidisciplinary effort include special investigation and supervision units within the Youth and Family Services Division, a Parent Development Center, community treatment resources, coordinating mechanisms for services, and an outreach program for identification and referral.

Florine Brown
State Division of Youth and Family Services
1155 Magnolia Avenue
Elizabeth, New Jersey 07207

5/1/74-4/30/75
$181,880

90-C-75
Family Resource Center

This urban, hospital-based program includes family intervention, coordination of services among relevant agencies, a community education program, and a multidisciplinary hospital team for the identification, evaluation, and followup of abused children. Number of families served through the family intervention program will range between 50 and 75 the first year. Individual and group therapy are offered for parents and a 24-hour crisis nursery, play therapy, and a child development program are offered for children.

Gregory Echele, M.S.W.
St. Louis Children's Hospital
4386 Lindell Boulevard
St. Louis, Missouri 63108

5/1/74-4/30/75
$135,757

90-C-76
Makah Child Development Services Center

This reservation-based program will develop a system to detect impending child abuse or neglect, develop a procedure for reporting abuse and neglect incidents, effectively coordinate appropriate services to deal promptly with each reported incident, and provide effective tracking and followup procedures for each case. Program elements to be initiated include parent effectiveness and income management training and interest discussion groups. Number of families to be served will be approximately 150.

00022

Mary Jo Butterfield
Makah Tribal Council
P.O. Box 507
Neah Bay, Washington 98357

5/1/74-4/30/75
$30,024

90-C-77
Coordinating Community Concern for Child Abuse

This county-wide program (population - approx. 412,000) under private auspices intends to reduce the incidence of child abuse and/or neglect through coordination of abuse/neglect services, direct services to parents, community education, and training and staff development. Program elements include parent education, the use of volunteers as followup workers, and a county-wide advisory board.

Gary D. Matthies
The Panel for Family Living
1115 South 4th Street
Tacoma, Washington 98405

5/1/74-4/30/75
$98,045

90-C-78
Arkansas Child Abuse and Neglect Project

This project will demonstrate the use of a volunteer-based model for protective services in a four-county area. It has been in effect on a pilot basis in one county. The volunteers will receive training, professional supervision, and consultation from multidisciplinary teams. The volunteer model is designed to expand the capability of professional agencies both through the services of the volunteers and community involvement.

Janet M. Knight
Arkansas Social Service
P.O. Box 1437
Little Rock, Arkansas 72203

5/1/74-4/30/75
$159,901

90-C-79
Child Abuse/Neglect Demonstration Unit

The department of social services will establish a specialized protective services unit in the Bayamon area and compare its effectiveness with that of the generalist management of cases in a similar area. Puerto Rico is cooperating in centralized reporting for the first time. This effort, if successful, will serve as a model for similar services to be established in 8 other high need regional areas. It is estimated that they will be serving over 1,000 children the first year.

Marie Christine Belpron
Department of Social Services
G.P.O. 1139-B
Santurce, Puerto Rico

5/1/74-4/30/75
$119,135

90-C-80
Child Protection Center

This project will serve a minimum of 200 children in the East Baton Rouge Parish through the establishment of a 24-hour Center, Hot Line, etc. It will provide interdisciplinary evaluations of cases, and a joint agency determination of treatment plans. Similar coordinated efforts will provide needed services. There will be a special effort to develop preventive services.

Jeanette Hendrix
Division of Family Services
P.O. Box 44065
Baton Rouge, Louisiana 70804

5/1/74-4/30/75
$149,365

90-C-81
Family Care Center

A Family Care Center for children, under two years of age, and siblings who are victims of child abuse will serve as an alternative to in arceration of parents and separation of the child from his parents with placement in foster setting. Individual, group and family therapy, and agency interaction will focus on family reunion. As a 24-hour facility for the care of a minimum of 25 persons, the Center will have the capacity of initial physical protection of children and utilization of a variety of treatment modalities aimed at changing family interactions. The Center will serve as a coordinating focus for community agencies and participate in treatment goals around the early reconstitution of the family.

Ernest H. Smith, M.D.
Charles R. Drew Postgraduate Medical School
1621 E. 120th Street
Los Angeles, California 90059

5/1/74-4/30/75
$133,574

90-C-82
Parent and Child Effective Relations Project

This project, in Pinellas County, Florida, will reduce the incidence of abuse and neglect by 1) improving casefinding through training a variety of personnel having regular contact with children and families,

2) improving case handling and treatment by the use of interdisciplinary coordinating teams; 3) developing additional treatment approaches to minimize the removal of children from their families, while at the same tim developing management information and cost effectiveness systems. It is anticipated that 1,000 families will be affected by one or another of the various aspects of the project.

Raymond Edwards, Ph.D
Juvenile Welfare Board
3455 First Avenue South
St. Petersburg, Florida 33711

5/1/74-4/30/75
$116,800

90-C-83
Pro-Child: A Child Abuse and Neglect Program

This project, serving Arlington County, Va., will replace a traditional protective services unit with a comprehensive community oriented approach. This will involve the establishment of a community advisory board, the use of a multidisciplinary team, innovative treatment techniques and facilities, development of public awareness and some research. About 300 families, with 600 children are served at present per year, and the estimated need is 800 families.

Julia Kanwit
Department of Human Resources
P.O. Box 7258
Arlington, Virginia 22207

5/1/74-4/30/75
$102,085

90-C-104
Parents Anonymous Self-Help for Child Abusing Parents

The purpose of this project is to expand the number of self-help organizations across the country. Materials will be pilot tested for dissemination and technical assistance and training to be available through regional offices.

Leonard L. Lieber
Parents Anonymous
2930 West Imperial Highway
Suite 332
Los Angeles, California 90303

5/1/74-4/30/75
$198,655

00025

CHILD DEVELOPMENT AND THE FAMILY

Child Development and the Family reflects the emphasis placed on the inter-relationships among important elements of the childrearing milieu: the child, his family, and the larger societal and institutional contexts. Activities in this area include those ongoing projects previously encompassed under early childhood, education for parenthood, single-parent families, and social ecology; as well as new projects addressing the issues concerning family interface with schools and other institutions, and family styles.

Early Childhood

OCD-CB-98(C3)
Curriculum Research in Infant Education

This project is conducting longitudinal observations on 36 mother-infant families with children aged one to two and one-half years from a representative range of socioeconomic backgrounds over an 18 month period; and developing three curricula for infant development in the areas of play, social, and language development. The in-home, in-service training of caregivers as research assistants is also being explored.

William Kessen, Ph.D.
Greta Fein, Ph.D.
Yale University
Department of Psychology
333 Cedar Street
New Haven, Connecticut 06510

7/1/74-6/30/75
$99,701

OCD-CB-100(C4)
The Family Development Research Program

The purpose of this project is to demonstrate that working with both parents and children in a combined home visit and enrichment center program for disadvantaged children and their families will have a lasting effect in fostering the child's maximal cognitive and psychosocial development. Participants are being compared with both other disadvantaged families and with other school children on national norms. Tests of intraexperimental group development are also being created and innovative preschool programs being explored.

00026

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100 Walnut Place
Syracuse University
Syracuse, New York 13210

6/30/74-6/29/75
$289,617

OCD-CB-193(C1)
Child-rearing Practices and the Development of Competence

Based on the investigator's previous work, a training program for mothers is being developed and studied in 16 families. A competency battery will be administered to the children at age two.

Burton L. White, Ph.D.
Harvard Graduate School
of Education
418 Larsen Hall
Cambridge, Massachusetts 02138

9/1/73-8/31/74
$108,060

OCD-CB-480(C1)
Psychiatric Impairment in Urban Children Over Time

Portions of information gathered from a longitudinal study of children, ages 6 to 8, in Manhattan are being investigated in three studies. The first study involves the prediction of violence in preadolescents and adolescents based on school and agency records and the mothers' reports. The second compares and delineates unique characteristics of the single parent family versus the dual parent family. The third study focuses on the influence of social ecological factors as a rate of social change.

Thomas S. Langner, Ph.D.
Columbia University School of
Public Health
600 West 168 Street
New York, New York 10032

6/29/74-6/30/75
$55,114

OCD-CB-490(C1)
Alternative Approaches to Child Rearing and Their Effects on the Mother-Infant Relationship

This project is a longitudinal study of the effects of alternative approaches to infant care on the mother-child relationship. Mothers who enroll their infants in infant care centers are being compared with those who choose to rear their infants at home with respect to infant attachment to the mother, quality of mothering, infant devel-

opmental level and family demographic characteristics.

Ellen Hock, Ph.D.
Ohio Agricultural Research and Development Center
Wooster, Ohio 44691

6/30/74-6/29/75
$50,629

OCD-CB-493(C1)
All Indian Pueblo Council-Speech and Hearing Project

This project is an attempt to gain understanding of the development of speech and language skills in Pueblo Indian children. Normative information on speech and language will be collected for Indian children from the Zia, San Felipe, Acomita and Laguna Pueblos, and specific speech, language and hearing disorders will be identified for these children. The validity of available speech and/or language tests will be determined, and new instruments will be developed for use with Indian children.

Amarante Silva
All Indian Pueblo Council
1000 Indian School Road, N.W.
Albuquerque, New Mexico 87107

6/30/74-6/29/75
$50,000

OCD-CB-494(C1)
One..Two.. Three...A..B..C....TV

This project employs 30 high school age males from low income homes to direct, produce and present a series of videotaped programs geared toward the educational development of the preschool child. The videotaped programs will complement the preschool's environment and curriculum, and will provide preschool and day care children with a positive male image. The completed videotapes will be aired by the local Cablevision station for viewing by community subscribers, and thus increase community awareness of early childhood education. In addition, a training program will be developed in the area of early childhood development, day care and nursery school operation, television production, and human relations.

Carolyn M. Bluestone
Marion Community Child Care Council, Inc.
P.O. Box 1024
Marion, Indiana 46952

6/30/74-6/29/75
$45,400

00028

90-C-250
Services to Children in Their Home

The purpose of this project is to conduct a three day working conference composed of scholars and students entering social sciences from various disciplines to present papers, discuss issues and share ideas and research regarding the current and future status of the American family.

Jack A. Kirkland, M.S.W.
Institute of Black Studies
6374 Delmar Boulevard
St. Louis, Missouri 63130

6/1/74-5/31/75
$10,000

90-C-256
Individuation and Discrimination in the Classroom

The major goal of this research project is to define and analyze the distinction between individuation and prejudicial discrimination in teacher behavior. The study will contrast individuation versus prejudicial discrimination against racial groups in preschools. The procedures to be used include detailed recording of teacher classroom behavior, the documenting of teacher's evaluations of individual children at regular intervals, and in-depth teacher interviews to analyze the teacher's perceptions of her behavior in the classroom. The study will be carried out in eight racially mixed preschool classes which differ in emphasizing individualized teaching as part of their educational philosophy.

Jean Carew Watts, Ph.D.
Graduate School of Education
Harvard University
Appian Way
Cambridge, Massachusetts 01238

9/1/74-8/31/75
$55,068

90-C-257
Implications of Early Screening for Later Development

The purpose of this study is to conduct a four to five year follow-up of children initially screened with the Denver Developmental Screening Test at ages 3 to 24 months, 25 to 48 months, and 49 to 72 months. Individual intelligence tests and school status (academic achievement and behavior problems) will be the criterion variables. Neurological exams and family interviews will be done to gather collateral information which may shed light on children who have moved into or out of the "at risk" category over the four year period.

00029

William K. Frankenburg, M.D.
University of Colorado Medical Center
4200 East Ninth Street
Denver, Colorado 80220

9/1/74-8/31/75
$79,378

Education for Parenthood

OCD-CB-17(C3)
Family Developmental Center

The Family Developmental Center is designed to provide services for 50 infants from birth to two years and their adolescent parents. The objectives of the program are to provide an appropriate day care facility for infants, to assure adequate health care, to provide a parent education program for their mothers, and to enable the mothers to continue their high school education.

Judith L. Lewis
Family Developmental Center
1855 Folsom Street
San Francisco, California 94103

7/1/74-6/30/75
$75,000

OCD-CB-33(C3)
Exploring Childhood: A Curriculum for Adolescents

This project is revising and testing materials developed during the pilot program for use in programs in which adolescents work with young children while studying issues of child development and childrearing. Revised materials will be tested in classrooms in 200 school districts representing diversity in socioeconomic background, ethnicity of students, type of community, program orientation and teacher background.

Peter B. Dow, M.A.T.
Education Development Center
Social Studies Program
15 Mifflin Place
Cambridge, Massachusetts 02138

4/1/74-3/31/75
$1,532,696

OCD-CB-39(C3)
A Parent Education Program in the Pediatric Clinic

This project combines an educational intervention program involving parents with a comprehensive medical program for young children. Mothers of 20- to 40-month old children are trained in child develop-

00030

ment in the waiting rooms of pediatric clinics and well-baby stations. The effectiveness of parent training on the child's language and cognitive development is assessed.

Anne G. Morris
Mount Sinai School of Medicine
100th Street and Fifth Avenue
New York, New York 10029

6/30/74-6/29/75
$38,859

OCD-CB-101(C2)
Research Utilization and Information Sharing Project

The project is assessing the current knowledge base with respect to infant development, infant education and intervention, childrearing practices, day care and adolescent parenting. Materials are being developed to assist the improvement of childrearing skills of adolescent parents and caregivers other than the mother. A major effort is being made to disseminate the collected information and developed materials through sponsorship of a national conference on improving care for infants of school age parents, as well as through active participation in state-wide conferences sponsored by the project.

Shirley A. Nelson
Consortium on Early Childbearing and Childrearing
1145 19th Street, N.W., Suite 618
Washington, D.C. 20036

7/1/73-6/30/74
$7,541 (grant supplement)

OCD-CB-127(C2)
Model for Low-Income and Chicano Parent Education

A demonstration model family care center provides a guided but cooperative participatory program for low-income, primarily Mexican-American mothers and their preschool children. The program focuses on opportunities for parental participation to enhance the parents' sense of competence by providing a new type of institution where they can be active and capable teachers of their own children. Mothers learn about child growth and development, homemaking, interpersonal skills and ways of using community institutions to better solve their problems.

Elvia Cardenas
Santa Barbara Family Care Center
305 E. Anapamu Street
Santa Barbara, California 93101

1/1/74-12/31/74
$103,160

00031

OCD-CB-138(C2)
Home Start: School for Parents - A TV Serial on Infancy

The project is demonstrating the feasibility of using a television series for parent training, and has produced a series of six programs dealing with infants. Home interviews are being conducted to determine the effectiveness of the program, and it is being evaluated in relation to program content, validity and reliability. The demonstration project includes a prototype School for Parents for field-testing and filming purposes.

Marilyn Segal, Ph.D.
Division of Early Childhood
Behavioral Science Center
Nova University
3301 College Avenue
Fort Lauderdale, Florida 33314

5/1/74-4/30/75
$78,343

OCD-CB-158(C2)
Choctaw Home-Centered Family Education Demonstration Project

This longitudinal project is demonstrating the feasibility of utilizing, in seven communities, a sub-community educational entry system to provide cognitive experiences to Indian children from birth to age five. This is done through an interactive family education process utilizing the DARCEE Home Visiting Model and the DARCEE Skill Development curriculum model.

Patrick Quigley, Ph.D.
Mississippi Band of Choctaw Indians
Route 7, Box 21
Philadelphia, Mississippi 39350

6/30/74-6/29/75
$177,968

OCD-CB-458(C1)
Boy Scouts of America - Education for Parenthood Program

The project will use a systems approach to the planning, production and implementation of a family life education program including sensitivity toward parenting, child development, and family welfare. National components of the project will provide coordination, supervision and support resources, including curricula, for the demonstration program in River Edge, New Jersey.

Ivan B. Stafford, Ed.D
Boy Scouts of America
North Brunswick, New Jersey 08902

6/1/74-5/31/75
$105,600

00632

OCD-CB-459(C1)
Education for Parenthood Program for Disadvantaged Adolescent Youth

This project will develop and operate a parenthood education program for disadvantaged adolescents in Boys' Clubs in three sections of the country. The program will include formalized in-service training for Junior Leader staff members; vocational exploration visits and training for beginning work experiences in child-related careers; discussions of values related to male-female relationships, marriage, families and parenthood; working directly with children and describing the experiences to others; and using videotape as a program attraction as well as for instructional purposes.

William R. Bricker
National Director
Boys' Clubs of America
771 First Avenue
New York, New York 10017

6/1/74-5/31/75
$83,392

OCD-CB-460(C1)
Education for Parenthood Program

This project is designed to improve the knowledge and skills of girls and boys in the area of child development through demonstration projects planned and carried out by five individual Girl Scout councils and a consortium of four councils. At the national level, an effort will be made to increase the involvement of the total Girl Scout membership in activities which will support and implement the purposes of the education for parenthood program.

Jacqueline L. Richardson
Girl Scouts of the United States of America
830 Third Avenue
New York, New York 10022

6/1/74-5/31/75
$108,771

OCD-CB-461(C1)
Preparing Teenagers for Parenthood

This is an education and action-oriented demonstration program designed to mobilize the community resources, experience and expertise of five neighborhood centers located in five major cities in different geographical areas of the United States. The objectives of the program are to provide information about the human reproductive process, pregnancy, childrearing and parenthood; opportunities to discuss these

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topics in a comfortable climate of openness and mutual trust; participation in planned observation of children in various stages of development; and intensive practical experience in child care.

Walter L. Smart
National Federation of Settlements
and Neighborhood Centers
232 Madison Avenue
New York, New York 10016

6/1/74-5/31/75
$108,736

OCD-CB-462(C1)
Education for Parenthood

A demonstration project in California, Maryland, Minnesota and Texas will provide formal and informal instruction and opportunities for older teens to gain direct experience with young children. Youth from rural, urban, suburban, out-of-school, parent and nonparent groups will learn first hand about infant and child developmental needs and become aware of the role and responsibilities which they may expect as future parents. Projects will, through the 4-H Youth Extension Service, include study-discussion formats, Teens-Teach-Teens programs, individual counseling, psychotherapy groups, films and video trainers, games and simulations, and work with family day care mothers in actual child care situations.

Hope S. Daugherty, Ph.D.
4-H Youth Extension Service
U.S. Department of Agriculture
Washington, D.C. 20250

6/1/74-5/31/75
$123,122

OCD-CB-463(C1)
Demonstration in Education for Parenting

This project seeks to provide a community based education for parenthood program for poor and disadvantaged youth. The program will focus on providing reality experiences concerning the needs of infants and young children through discussion, practical experience, and formal and informal teaching techniques and, in addition, will expose teenagers to career opportunities in the child development field.

Edith MacLachlan
The Salvation Army
Women's and Children's Social
Services Department
120 W. 14th Street
New York, New York 10011

6/1/74-5/31/75
$104,260

09034

OCD-CB-464(C1)
Teenagers as Child Advocates

This project seeks to demonstrate that a cooperative endeavor between private and public agencies and the parents of a rural Appalachian community can effectively recruit and provide learning experiences whereby teenagers can obtain the skill and knowledge to become effective parents. Teenagers will be recruited for out-of-school classes in child development and trained by direct experiences in a parent-child center and in children's homes, and will then serve as child advocates in the community.

Donald Carroll Parker
Appalachian Program
Save the Children Federation
Box 319
Berea, Kentucky 40403

6/1/74-5/31/75
$41,359

OCD-CB-497(C1)
Evaluation of Education for Parenthood Programs

This project will develop and implement an evaluation of National Voluntary Organizations Education for Parenthood Programs. Evaluation will be organized along three levels: within programs, between programs, and overall program effects. A wide variety of instruments will be utilized, including content tests, self-rating inventories and ethnic cultural appropriateness inventories.

Larry A. Morris, Ph.D.
Behavior Associates
2627 East Broadway
Tucson, Arizona 85716

6/30/74-6/29/75
$151,802

Family Interface with Schools and Other Institutions

90-C-246
Parent-Professional-Child Interaction and Involvement

The purpose of this research project is to correlate parent-professional interactions with family and parent variables as well as school and teacher variables, with parent and teacher involvement in the child's education in the home and in the school, and with child behavior and achievement. Data on parent attendance for individual teachers will be used to select a sample of low and high interaction families and teachers for data collection from school records; interviews and questionnaires from parents, teachers and children; and for tape recording of parent-teacher conferences. Policies and

practices that may influence the amount of home-school interaction will also be studied through interviews with school administrators, principals, and teachers for a sample of schools and school systems.

Earl S. Schaefer, Ph.D.
University of North Carolina
at Chapel Hill
Chapel Hill, North Carolina 27514

7/1/74-6/30/75
$105,729

90-C-258
Study of Family Style and Interactions with External Institutions

This project will study key variables which impede or facilitate child/family utilization of community services (health,welfare, and rehabilitative) and continuity of care. Factors both within the family and within the agency will be examined. The overall goal of the project is to enhance the utilization of community systems and institutions by children and their families.

Pearl L. Rosser, M.D.
Harry L. Saslow, Ph.D.
Department of Pediatrics and Child
Health
College of Medicine
Howard University
Washington, D.C. 20001

6/30/74-6/29/75
$119,835

90-C-260
Family-School Socialization: Problems and Prospects

The socialization systems of families and schools in a community with large numbers of blacks and whites, including Puerto Rican-Americans, will be analytically described in an exploratory study. Points of congruence, ambiguity, and difference in socialization patterns and expectations will be studied and explanations will be offered as to why these differences exist and the factors which influence their form and intensity. Techniques used by teachers and parents to resolve such school-family conflicts will also be described.

Marvin B. Sussman, Ph.D.
Elyse S. Fleming, Ph.D.
Case Western Reserve University
University Circle
Cleveland, Ohio 44106

6/30/74-6/29/75
$110,285

99838

Family Styles

OCD-CB-456(C1)
A Study of Childrearing by Young White Mothers

The project is a follow-up of 200 single mothers under the age of 25 who plan to keep their babies and a comparison group of 200 married mothers. The relationship between family status, age, socioeconomic status and attitude toward the current pregnancy, and the subsequent well-being of the child will be investigated, in order to ascertain problems encountered by unmarried mothers in childrearing and the services needed for coping with these problems.

Ann W. Shyne, Ph.D.
Child Welfare League of America
67 Irving Place
New York, New York 10003

6/1/74-5/31/75
$89,874

OCD-CB-475(C1)
An Empirical Investigation of the Impact of Parent Imprisonment on the Socialization of Black Children

This project is investigating the impact of parent imprisonment on the socialization of children in the areas of achievement, locus of control, self-concept, attitudes and interests. One hundred and sixty first, third, fifth and seventh grade children with one parent imprisoned will be compared with children with one parent absent but not imprisoned.

Alvis V. Adair, Ph.D.
School of Social Work
Albert Roberts, Ph.D.
James Savage, Ph.D.
Department of Psychology
Howard University
Washington, D.C. 20001

6/30/74-6/29/75
$151,156

90-C-252
Development of Parental Attachment

This study will compare development of parent-child interaction from birth to four months for high and low risk premature and normal full-term infants. Infants of low birth weight and/or perinatal complications are at risk for both developmental difficulties and for failure in parenting because 1) such an infant is a stress to the family and 2) such infants are separated from their parents during a sensitive period of normal parent-child relationship. It is predicted that

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disruptive parent-child interaction in the form of avoidance, interaction through inappropriate sensory modalities and stimulation at inappropriate times will be more prevalent as risk increases.

Susan Goldberg
University of Massachusetts
Amherst, Massachusetts 01002

9/1/74-8/31/75
$51,910

90-C-253
Consequences of Divorce for Children

The goal of this study is to examine what happens when parents decide to divorce: 1) to determine how parents arrange for custody when the decision is made without outside intervention; 2) to examine intervention in the divorce process by lawyers, judges, and social workers attached to the court and to assess the extent to which such intervention increases the likelihood of conflict in the divorce process; 3) to determine the relationship between post-divorce adjustment for parents and children and the amount of conflict or intervention experienced in the divorce process; and 4) to analyze how the terms of the divorce decree affect the child's adjustment as assessed by the parents.

Robert J. Levy, J.D.
University of Minnesota
Minneapolis, Minnesota 55455

9/1/74-8/31/75
$65,929

90-C-255
A Formulative and Empirical Study of Black Families

The goals of this research project are to identify, describe, and empirically analyze the various techniques, structures, styles, and dynamics found in Black families. The research is designed to make explicit the extremely subtle intra-ethnic differences among Black families. The first phase of the study will be formulative research designed to determine appropriate analysis of the Black family and culminate in a systematic conceptual description of contemporary Black family types. The second phase will be an empirical analysis designed to delineate the processional inter- and intra-actions found in Black family systems.

Wade. W. Nobles, Ph.D.
Westside Community Mental Health Center
2201 Sutter Street
San Francisco, California 94115

7/1/74-6/30/75
$110,559

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90-C-259
Ecological Influences on Psycho-Social Development of Black Children

The purpose of this study is to demonstrate that low SES black preschool children are capable of mastering standardized behavior objectives as effectively as non-black middle SES level preschool children, but that they use different cues and modes. Special attention will be given to the influence of physical and social environments on the cognitive and affective development of low SES black preschool children. Dependent variables include problem-solving ability, locus of control, and self-concept.

Arthur Mathis, Ph.D.
Meharry Medical College
1005 Eighteenth Avenue, North
Nashville, Tennessee 37208

7/1/74-6/30/75
$125,162

90-C-261
Cognitive Development in Early Childhood

The purpose of this project is to complete the analysis of data collected for a three-year project which studied cognitive development in underprivileged black children. The objective of the three year project was to identify the principal maternal-care variables which promote advanced forms of infant functioning. Various aspects of infant development were measured: object permanence and causality in the sensorimotor period, problem-solving, symbolic representation and language development, cognitive style as revealed in spontaneous play. Two aspects of the mother-child interaction were studied also: the mother's general responsiveness to the child, and her specific ability to stimulate and instruct.

Sylvia Bell, Ph.D.
The Johns Hopkins University
School of Medicine
725 N.Wolfe Street
Baltimore, Maryland 21205

9/1/74-8/31/75
$64,435

90-C-262
Preschool Multicultural Research Program

The purpose of this research is to begin to answer questions (both applied and theoretical) concerning multilanguage acquisition in young children, a variable of great importance to the culturally different child. This project will attempt to perform a descriptive and experimental analysis of bilingual (Spanish - English) acquisition in 2-3

year olds. A preschool program utilizing mothers as instructors will provide a base for the research. Bilingual repertoires will be initially described by accumulating language samples from children and mothers. An experimental analysis of interference between language will utilize specific training of conceptual and linguistic components in one language with accompanying measurement of effects in the second language.

Eugene Garcia, Ph.D.
University of Utah
Salt Lake City, Utah

7/1/74-6/30/75
$32,096

90-C-263
Effects of Occupational Shift on Family Life Styles

This project will investigate the impact of a new industry on family life patterns in a small semi-rural town. The study of impact is an ecological one covering the social, emotional, physical and health environments.

Aline M. Garrett, Ph.D.
University of Southwestern Louisiana
East University Avenue
Lafayette, Louisiana 70501

7/1/74-6/30/75
$40,018

Social Ecology

OCD-CB-151(C1)
Modification of Children's Racial Attitudes

This project is investigating some of the attitudinal and behavioral components of racial prejudice in elementary school children, and assessing the relative efficacy of various modification procedures upon these attitudes and intergroup behavior at different age levels.

Phyllis A. Katz, Ph.D.
Graduate Center
City University of New York
33 W. 42 Street
New York, New York 10036

9/1/73-8/31/74
$82,308

OCD-CB-417
Interstate Migrant Human Development Project

This project is demonstrating the feasibility of a strategy of child advocacy for an ethnic minority, i.e., Mexican-American migrant farm

workers. The goal of the project is to establish for migratory Mexican-American parents a developmental relationship between them and their children, other members of the ethnic community, and individuals and institutions of the ethnic majority. Other services include day care, emergency food, and medical services.

David Ojeda, Jr.
Texas Migrant Council, Inc.
2220 Santa Ursula Street
P.O. Box 917
Laredo, Texas 78040

6/30/73-10/31/74
$27,049(grant supplement and extension)

OCD-CB-422(C2)
Black Stylization and Implications for Child Welfare

The objective of this project is to continue the study of Black life styles as reflected in Black creative modes of expression by applying the conceptual framework and innovative methodology developed for the first year study of 15 year-old youth to a sample of 9 year-old children to determine replicability to a younger age group. Life style profiles will be constructed of the study sample and specific behaviors, values, and aspirations related to salient child welfare policy issues.

Joseph B. Murphy
Atlanta University School of Social Work
223 Chestnut Street, S.W.
Atlanta, Georgia 30314

6/1/74-5/31/75
$50,000

OCD-CB-449(C2)
A Study of Socioeconomic Status and Racism in a Preschool Program

This project is investigating cognitive learning and self esteem in Head Start pupils exposed to an educational setting with a cultural emphasis different from that of middle class America. Materials will be collected for utilization in a training program designed to build positive cultural identification for Black children participating in the project. Hypotheses will be tested based on a review of the literature during the first year of the study. Variables included are the racial composition of the schools, emphases of the schools, socio-economic status of pupils enrolled, and cognitive development and self-esteem of the pupils.

T.George Silcott, M.S.W.
Black Analysis, Inc.
Pine Bridges Road RD#3
Mount Kisco, New York 10549

7/1/74-6/30/75
$50,000

00041

OCD-CB-453(C1)
Problem Solving Strategies in Preschool and Primary Children

This project is aimed at identifying several problem-solving situations, and determing what strategies children use to arrive at solutions. The project will investigate the effect of age, sex, socio-economic status and problem type on the strategies used by 300 children, ages four through six. Curriculum will be developed to teach inductive and logical thinking skills that can be employed for problem-solving.

Arthur C. Littleton, Ph.D.
Academy of Urban Services
2739 N. Grand Avenue, Suite 310
St. Louis, Missouri 63106

6/1/74-5/31/75
$82,866

OCD-CB-485
Early Social Development: Parent and Child Programs

The study is comparing the relative effectiveness of four intervention models for promoting the social development of preschool children in eight day care settings, particularly with respect to the enhancement of inter- and intra-group attitudes and behavior. The models are classroom intervention (A Dramatic Play Program), parent education (the "Parents are Teachers Too" Model), a combination of both approaches, and a group of centers with no supplementary programming.

Robert P. Boger, Ph.D.
Institute for Family and Child Study
College of Human Ecology
Michigan State University
East Lansing, Michigan 48823

8/1/73-7/31/74
$439(grant supplement)

OCD-CB-488(C1)
Cooperative Community Orientation Project

This is a research and demonstration project designed to socialize preschool black children in cooperative, community oriented styles of group interaction. The research aspect of the project will be an assessment of the efficacy of the cooperative, collective oriented training program in improving the behavior of children in day care facilities, and stimulating cognitive development. The demonstration component will serve as a model of the ways in which parent and community resources may effectively participate in the incorporation of cooperative training concepts into existing day care facilities.

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Jackie Kimbrough, M.A.
Coordinated Child Care Council
of South Los Angeles
1827 East 103rd Street
Los Angeles, California 90002

7/1/74-6/30/75
$148,566

OCD-CB-489(C1)
Racial Misidentification and Attitudes About Self Among Preschool Children

This project is critically analyzing racial misidentification and its relationship to positive or negative self-conceptual feelings among preschool black and white children. Through the use of doll models depicting various racial features, each child will rate herself/himself on an anthropological continuum. Discrepancies between the judges' ratings and the child's self-perception (as reflected by his/her doll choice) will be analyzed with respect to demographic variables. A final analysis will be performed to determine correlations between the child's discrepancy scores and his scores on the self-concept scale.

Miller W. Boyd, Ph.D.
Academy of Urban Services
2739 North Grand Avenue
Suite 310
St. Louis, Missouri 63106

6/1/74-5/31/75
$74,588

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CHILDREN AT RISK AND THE CHILD WELFARE SYSTEM

Children at Risk and the Child Welfare System pertains to that population of children at risk of being separated from their families or enduring long separations from families and family life. Activities in this area include those ongoing projects previously encompassed under adoption, foster care, emergency services, and children's institutions as well as new projects with a specific focus on two sub-populations of children at risk: children with physical and mental handicaps; and children removed from public residential care institutions and returned to the community setting.

Adoption and Foster Care

OCD-CB-59(C2)
A Study of Adoption of Black Children by White Families

This study has two major thrusts: 1) the followup of 125 children, age six or older, who have been in their adoptive homes at least three years, to obtain information on their development and adjustment and in the satisfactions and problems experienced by adoptive parents; and, 2) the examination of the adoption process in 35 recent adoptions from the point of view of the adoptive parents and the social workers who work with the families, in order to understand the attitude and perceptions of those involved in the adoption process.

Ann W. Shyne, Ph.D
Lucille J. Grow, Ph.D
Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

9/1/73-6/30/75
$3,000 (Grant period extended, and supplement)

OCD-CB-60(C2)
Organization, Recruitment and Education of Foster Parents

The project will assist social agencies and foster parent associations in reviewing, assessing and improving the foster parent role and status; develop a model for foster parent handbooks through a review of current attitudes and policies; continue to operate the national information exchange for foster parents, evaluate training of foster parents and foster care workers and develop curricula; and participate in the development of the National Foster Parent Conference.

Helen D. Stone
Foster Parent Project
Child Welfare League of America, Inc.
67 Irving Place, New York, NY 10003

7/1/73-6/30/74
$130,460

00044

OCD-CB-71(C2)
Utilization of Subsidies to Increase Black Adoptions

The purpose of this project is to demonstrate the utilization of subsidies as one means of securing adoptive homes for black children who would otherwise have no legal and permanent home and would presumably need to continue in long-term, paid foster care. Focus is on finding black children suitable for adoption, recruiting potential adoptive families, and collecting data on this new approach.

Mabel Vivian Hargrave, M.S.W.
Illinois Department of Children
and Family Services
1439 South Michigan Avenue, Room 411
Chicago, Illinois 60605

8/1/73-1/31/75
$15,000 (grant period extended; and supplement)

OCD-CB-134(C2)
Interstate Compact on the Placement of Children

The Interstate Compact provides a mechanism which eliminates the complex legal and administrative provisions involved in the interstate placement of foster or adoptive children. This is particularly important in providing maximum opportunity for those with special characteristics, such as racially mixed and older children, groups of siblings, and physically handicapped and emotionally disturbed children, since resources may not be available in their state of residence. The project provides technical assistance to states interested in enacting the Compact and strengthens the service of the national secretariat maintained by the member states.

Brendan Callinan
American Public Welfare Association
1660 L Street, N.W., Suite 607
Washington, D.C.20036

9/1/74-8/31/75
$142,433

OCD-CB-397(C2)
The Group Home Alternative to Existing Foster Care

In order to prevent the placing of children in foster care and the subsequent break-up of the family unity, this project is studying the effects of providing supervised apartment-type living with supportive services for a minimum of 20 Seattle Indian families. This alternative to foster care provides training for mothers and the opportunity for Indian families to preserve their ethnic identity as well as providing the needed child care services.

99045

Michael Meighan
Indian Center
119 Cherry Street
Seattle, Washington 98104

9/1/74-8/31/75
$50,000

OCD-CB-474(C1)
Informal Adoptions Among Black Families

This project will examine the social, economic and legal contexts of informal adoption among black families in a nationally representative sample of families from the 1972 Census Public Use Sample and The Census Employment Survey data for two urban areas. The effect of existing adoption regulations on families with informally adopted children and the social and economic characteristics of families and their adopted children will be systematically described with a view toward adequate delivery of services to these children.

Lawrence Shackleford
Research Department
National Urban League, Inc.
733 15th Street, N.W., Suite 1020
Washington, D.C. 20005

6/30/74-6/29/75
$116,071

OCD-CB-481
Freeing Children for Permanent Placement

This project will attempt to free children for permanent placement by training Child Services Division staff in the procedures of termination of parental rights and in developing court and community acceptance. Parents who cannot respond to rehabilitative casework efforts will be identified and court termination proceedings begun on these cases.

Victor Pike, M.S.W.
Children's Services Division
State of Oregon
4506 S.E. Belmont Street
Portland, Oregon 97215

6/30/73-10/30/74
$149,153 (Grant period extended; no additional funds)

90-C-93
California Review and Synthesis of Foster Care Studies

The purpose of this project is to provide strategies derived from carefully done studies in foster care for guidance to public policy in the area of foster care in California through a review and synthesis of recent major foster care studies in California. A series of solutions

to problems set forth in the reports will be prepared by retired professionals in the field. The evaluation will include use of common data techniques, reliability ratings, and achievement of set objectives relative to time.

Delmer J. Pascoe, M.D.
Children's Research Institute
of California
1666 Corinth Avenue, Suite 200
Los Angeles, California 90025

7/1/74-12/31/74
$16,000

90-C-227
Foster Care Cost Assessment Instrument

The purpose of this project is to develop and test a foster care assessment instrument for use by local foster care agencies and associations in assessing the true cost of foster care in local areas. The project will include examining the problem of measuring the price of foster care and attempting to develop a measurement procedure based upon cost of living indices; as well as measuring costs actually incurred by foster families and the relationship of these costs to ideal standards of child care established by foster families and child care specialists advising on the project.

Barbara H. Settles, Ph.D
James D. Culley, Ph.D
College of Home Economics and
College of Business and Economics
University of Delaware
Newark, Delaware 19711

7/1/74-6/30/75
$47,417

90-C-249
Curriculum Development for Paraprofessional Training for Foster Parents

The objectives of this project include developing a means of establishing foster parents as paraprofessionals, developing a model of paraprofessional training for foster parents on a state-wide and regional basis, and developing procedures among leaders in social agencies, legislatures, and educational institutions to assist in the establishment of foster parenting as a paraprofessional career. The primary task of the first year is to develop resource guides for foster parents suggesting nurturing activities to assist children to successfully accomplish developmental tasks moving from infancy through adolescence.

00047

C.E. Kennedy, Ed.D.
Justin Hall
Kansas State University
Manhattan, Kansas 66506

7/1/74-6/30/75
$24,993

90-C-251
Increasing the Effectiveness of Foster Care

The purpose of this project is to test the use of a service contract with children, natural parents, foster parents, and workers to increase the effectiveness of foster care experience. The primary goals of the project are to protect the child from dysfunctional effects of separation from his own family by defining the role of parents and other relatives helping the family fulfill their role; increase the chance for each child in foster care to achieve appropriate outcomes; and reduce the length of time in foster care.

Edith Zober
Bureau of Family and Adult Services
Department of Social Services
Lucas State Office Building
Des Moines, Iowa 50319

9/1/74-8/31/75
$15,029

90-C-351
International Orphan's Inc. - Children's Village Project

The purpose of this project is to conduct an indepth study of placement needs of children who are victims of physical abuse in Los Angeles, Orange, and Riverside Counties. The project will determine the extent of need for a specialized placement resource when alternative forms of placement (foster care, adoption) are neither appropriate or available; and examine the concept of developing a team of professional consultants of several disciplines to work with the Board of Directors of the project to advise as to program content, personnel requirements, qualification, service systems, and alternative service systems for child abuse victims.

Joseph F. Thesing
International Orphan's Inc.
22554 Ventura Boulevard
Woodland Hills, California 91364

6/1/74-8/31/74
$4,038

00048

90-C-360
Intercountry Adoption Project: A Placement Demonstration

This demonstration represents a combined funding from the Department of Health, Education and Welfare, the Agency for International Development, and private sources for the purpose of identifying and transporting children from Vietnam, and recruiting appropriate homes in the United States. The project is particularly concerned about the placement of children who appear to be of black ancestry, and a number of groups interested in adoption of black children will be involved. The approach and effort will be carefully evaluated.

William M. Taylor
Traveler's Aid - International
Social Service of America (T.A.I.S.S.A.)
345 E. 46th Street
New York, New York 10017

7/1/74-6/30/75
$210,000

HEW-OS-74-293
Develop a Basic Curriculum for the Education of Foster Parents

This project will conduct a survey to determine the needs for foster parent training, and evaluate current curricula. Based on these findings, a new curriculum, with extensive use of media, will be developed and field tested at ten sites, and evaluated. At the end of eighteen months, the curriculum should be available for widespread dissemination.

Helen Stone, M.S.W.
Child Welfare League of America
67 Irving Place
New York, New York 10003

6/30/74-12/30/75
$315,841

00049

Adoption of the Handicapped

90-C-243
Ohio District II - Adoption for Handicapped Children

The purpose of this four county project is to coordinate resources and efforts in recruiting and preparing potential adoptive families, selecting and placing handicapped children with these families, and assisting in the establishment of supporting cooperative relationships with community groups. The model for inter-county coordination will be evaluated as well as the various components of the adoption effort.

Craig H. Neumann, J.D.
Trumbull County Children Services Board
Reeves Road
Warren, Ohio 44483

7/1/74-6/30/75
$55,562

90-C-244
National Association for the Advancement of Colored People Adoption Project

This project will conduct a recruitment for homes for children eligible for adoption who are physically, mentally or socially handicapped and are presently living in institutions or foster homes in the states of Georgia, Florida, or Tennessee. The project will explore and evaluate a variety of parent recruitment, adoption subsidy, community education and agency coordination efforts. The Department of Social Services of the three states will be active participants.

Beverly Worrell, M.S.W.
National Association for the Advancement of Colored People
970 Hunter Street
Atlanta, Georgia 30314

6/30/74-6/29/75
$203,806

00050

Deinstitutionalization

90-C-341
Community Resources for the Deinstitutionalized Child

This is a descriptive/diagnostic study of approximately 60 mentally retarded youth, their families and home communities. Youth variables include age, sex, length of stay, level of retardation, reason for admission, etc. Family variables include age, marital status of parents, number and age of siblings, education, income, ethnic background, distance of mental retardation related services, etc. The study will place a strong emphasis on gathering data on which recommendations can be based for the development of needed services and on the problems and needs of youth who have been released from state institutions.

Morton L. Arkava, Ph.D.
University of Montana
770 Eddy Street
Missoula, Montana 59801

7/1/74-6/30/75
$60,183

90-C-344
Deinstitutionalization of Children: Process and Outcomes

The project is designed to provide conceptual tools and research data to assess the process of deinstitutionalization of children as well as identify and measure the most appropriate outcome variables for deinstitutionalization. The research strategy includes selecting a stratified sample of children involved with the Illinois Department of Children and Family Services. In addition, identifying how the decisions are reached, the outcome variables most useful for assessing the impact of deinstitutionalization on the child and by attempting to measure the roles played by workers, institutional staff, family and community in order to establish procedures which will effectively minimize disturbances to the child.

Andrew C. Gordon, Ph.D.
Center for Urban Affairs
2040 Sheridan Road
Northwestern University
Evanston, Illinois 60201

7/1/74-6/30/75
$189,910

Emergency Services
(See Also: CHILD ABUSE AND NEGLECT)

HEW-OS-74-216
Dissemination and Utilization of 24-Hour Comprehensive Emergency Service Program

The purpose of this effort is to disseminate information on the emergency services program in Nashville, Tennessee, for use and adaptation by other States and localities. Materials regarding this program will be developed and disseminated, and technical assistance will be provided to other sites interested in establishing and operating such programs.

Jeanne M. Bowman
Patricia W. Lockett
The Urban Observatory
25 Middleton Street
Nashville, Tennessee

7/1/74-6/30/75
$178,073

00052

Institutions/Other

OCD-CB-437(C2)
National Child Advocacy Project for Autistic Children

This project is expanding and refining the National Society for Autistic Children's existing information base in order to enable it to function more efficiently as a clearinghouse for those requesting information regarding autistic children and services for these children. In addition, the project is collecting first generation data, refining tabulation systems, and disseminating information to conferences and organizations concerned with autistic children.

Ruth C. Sullivan
National Society for Autistic Children
Information and Referral Service
101 Richmond Street
Huntington, West Virginia 25702

7/15/74-7/14/75
$47,487

OCD-CB-482(C1)
Lead and Hyperactivity

The project seeks to determine the causality between increased levels of lead and hyperactivity in children. Comparison is being made before and after treatment using Ritalin and/or penicillamine, or a placebo.

Oliver J. David, M.D.
Downstate Medical Center
450 Clarkson Avenue
Box 88
Brooklyn, New York 11203

7/1/74-6/30/75
$145,849

OCD-CB-499(C1)
Demonstration Project: Work Information and Placement Assistance

This project is producing information about available work positions and emerging job opportunities for high school age Indian youth through a unique career education program administered by the youth themselves. Information is provided through 1) local conferences with area Indian leaders and businessmen, 2) audiovisual and written information sources, 3) student viewing of available work opportunities, and 4) in-depth placement, testing and counseling by school guidance personnel.

Bobbie Potter
Wind River Indian Association, Inc.
P.O. Box 145
Ethete, Wyoming 82520

7/1/74-6/30/75
$6,83[illegible]

DAY CARE

Day Care is part of a larger effort of the agency designed to develop the knowledge and strategies to ensure the current Federal, state, local and private resources utilized in the field are providing quality day care and satisfying the needs of the child, the family, and community.

OCD-MC-13(C2)
Infant Satellite Nursery Component (0-2 Years)

The purpose of this project is to develop a competency based curriculum for the training of family day care mothers and to establish selection criteria by which potentially successful candidates can be identified. Six infant day care homes have been established to provide emotionally secure and cognitively stimulating environments. Homes are staffed by surrogate mothers who are specially trained in child care and work in partnership with the child's parents and family in the home setting.

Marion G. Kagan, Ph.D.
John Chantiny, Ph.D.
Office of Human Development
University of Hawaii
Honolulu, Hawaii 96822

1/1/74-12/31/74
$57,623

OCD-MC-14(C2)
Community Coordinated Child Care in Forsyth County

The 4-C program in Forsyth County serves as a coordinating mechanism for the planning, implementation, and delivery of child care services. The program is seeking to merge with the Child Development Board in order to provide one county program that will increase the quality and breadth of child care services.

Martha Jo Campbell
4-C Coordinator
City of Winston-Salem
P.O. Box 2511
Winston-Salem, North Carolina 27102

12/16/73-12/31/74
$14,428 (Grand period extended; no additional funds)

OCD-CB-48(C2)
Relationship Opportunities in Day Care and Child's Task Orientation

This project addresses itself to the general question of what types of environmental changes interacting with the development of the child at what ages will enhance and sustain that development. Emphasis is on

00054

improving the human relationships available to the child by means of casework with parents and providing contact with volunteer aides, and influencing development through use of an individualized curriculum. Types of interventions and interactions which affect the child's task orientation when he reaches school age are being examined.

Christoph Heinicke, Ph.D.
Reiss-Davis Child Study Center
9760 West Pico Boulevard
Los Angeles, California 90035

9/1/73-6/31/74
$95,782

OCD-CB-118(C1-S1)
New York City Infant Day Care Study - Input Section

This is a comparative study of the development of children and their families enrolled in infant group day care centers and in family day care homes. Focus will be on the group day care centers' and family day care agencies' programs, policies and facilities, the operations of the individual classrooms and day care homes of children in the study, and on the interaction of the child care worker with each child.

Mark Golden, Ph.D.
Medical and Health Research Association
of New York City, Inc.
40 Worth Street
New York, New York 10013

2/1/73-10/31/74
$9,419 (Grant period extended; and supplement)

OCD-CB-174(C1)
The Effects of Day Care on Psychological Development

The cognitive, social and affective growth of children from 3 1/2 to 29 months of age participating in an experimental day care program is being compared with that of matched groups of children who are living at home. Children are from low to middle income levels of Chinese, Spanish and English speaking families. Both a specific cognitively oriented program in a day care center and the effects of group living on social development will be studied. Approximately 110 children will be included in the final sample.

Jerome Kagan, Ph.D.
Department of Social Relations
1514 William James Hall
Harvard University
Cambridge, Massachusetts 02138

9/1/73-8/31/74
$200,213

00055

OCD-CB-248(C2)
Comprehensive, Coordinated Child Care Program for Employee and Student Families in a Medical Center Community

Comprehensive, coordinated child care is provided through a counseling center utilizing model programs of center care, family care and in-home care, and existing community services. The focus of the project is on the integration of programming for children of employee and student families.

Jane E. Chapman, Ph.D.
University of Colorado Medical Center
4200 E. Ninth Street
Denver, Colorado 80220

6/1/74-5/31/75
$142,967

OCD-CB-264(C1)
A Descriptive Study of Group Care Arrangements for School Age Children

The project is providing descriptive data on the range of group programs offering day care to children of school age. Through the collection of data on regulatory agencies, clientele, organization characteristics, physical facilities, staffing characteristics and programs of centers, the project will identify critical variables which predict differences in program results and develop a method for assessing the quality of program offered.

Elizabeth Prescott, M.A.
Pacific Oaks College
714 W. California Boulevard
Pasadena, California 91105

11/1/73-10/31/74
$35,304

OCD-CB-310(C1)
Infant Day Care: A Longitudinal Study

The project is investigating the effect of homogeneous versus heterogeneous social class and age groupings on cognitive and socioemotional development of lower-class infants, toddlers and preschoolers in day care.

E. Kuno Beller, Ph.D.
Department of Psychology
Temple University
Philadelphia, Pennsylvania 19122

9/1/73-8/31/74
$71,345

99056

OCD-CB-405(C1)
PRACA Bilingual Bicultural Early Childhood Project

The project has developed a bilingual, bicultural curriculum and materials for Puerto Rican Spanish-speaking preschool children. The effects of the materials are being tested prior to their final revision and dissemination. Materials capitalize on the Puerto Rican cultural heritage and ways of communicating.

Camile Garcia
Puerto Rican Association for
Community Affairs, Inc.
1432 Lexington Avenue
New York, New York 10028

7/1/73-8/31/74
$67,474

OCD-CB-407(C1)
Bilingual Bicultural Early Childhood Development Project

Fifty migrant families and their children are participating in this bilingual, bicultural day care program. The program will demonstrate the effect of the prestige associated with each language and culture on success or failure in learning. Equally high prestige will be attached to Spanish and English language traditions in child and parent activities. A program of comprehensive early child development services and activities is carried out in Spanish and English to provide a healthy environment for the primary language and culture of the Spanish child, while acquainting him with the second languge and culture.

Josie Martinez
United Migrant Opportunity Services, Inc.
809 W. Greenfield Avenue
Milwaukee, Wisconsin 53204

7/1/73-8/31/74
$103,675

OCD-CB-408(C1)
The Spanish-American Committee Day Care Center

The project will demonstrate the feasibility of providing a bilingual, bicultural education program in the context of a full-day day care center, staffed by community people who have little or no formal training but who are themselves bilingual and bicultural. Cultural factors to be used in shaping the educational program and teaching methodologies will be determined. Parents' involvement in the program will be studied.

00057

Roberto Rodriguez
The Spanish-American Committee for a Better Community
4500 Lorraine Avenue
Cleveland, Ohio 44102

7/1/73-8/31/74
$104,103

OCD-CB-409(C1)
Demonstration of Individualized Structured Bilingual Curriculum in Preschool

This is a demonstration bilingual, bicultural program aimed at increasing the language competence and self-esteem of preschool children. The program utilizes the curriculum developed by the Southwest Educational Development Laboratory in an unstructured setting, combining free-play activities with individually structured lessons. Parents are kept informed of the child's progress and are actively involved in policy making. In addition, medical screening and services are provided to children entering the program. Comparisons with other programs will be made to determine the effectiveness of curriculum and techniques.

Jane M. Kasper
El Hogar del Nino
1850 S. Racine Avenue
Chicago, Illinois 60608

7/1/73-11/30/74
$102,500

OCD-CB-411(C1)
Migrant Head Start/Day Care Project

This program offers a bilingual, multicultural experience for migrant Indian, Chicano and Anglo children within the context of a Head Start Program. The main focus of the program is to teach English to the non-English-speaking children. Multicultural awareness will be stressed through music, art, stories and games. Other emphases are social awareness, number and color concepts, and personal hygiene. In addition, a comprehensive Head Start nutrition, health, and parent involvement program will be offered.

J. David Hoggard
Economic Opportunity Board of Clark County
900 W. Owens Avenue
Las Vegas, Nevada 89106

7/1/73-8/31/74
$14,999

00058

OCD-CB-414(C1)
Community Service Organization Child Development Center

This is a Head Start day care center program for settled and migrant Spanish-speaking children, which includes a bicultural, bilingual educational program emphasizing language and learning patterns of Chicano children. The main emphasis of the program is to provide services for children and to assess the effectiveness of these services.

Polly S. Warren
Kern County Economic Opportunity Corporation
218-220 Eureka Street
Bakersfield, California 93304

7/1/73-8/31/74
$49,773

OCD-CB-424(C1)
Child Migrant Day Care

This is a bilingual, bicultural day care program for 40 three- to five-year-old children of migratory and seasonal farm workers in the Imperial and Coachella Valleys of Southern California. An evaluation component is being added to the program to train the staff in evaluation procedures and to determine what effect the project has had on parents, children and staff.

Adalberto Ramirez
Campesinos Unidos, Inc.
605 W. H Street
Brawley, California 92227

7/1/73-8/31/74
$49,705

OCD-CB-426(C2)
Differential Day Care Demonstration Project

The objectives of this project are to develop and standardize a practical working definition of differential day care placement and to develop appropriate mechanisms to assure such placement, providing alternatives for parents that will be as suitable as possible for their children's developmental needs.

Sara Murphy
Office of Early Childhood Planning
Arkansas Department of Education
Capitol Mall
Little Rock, Arkansas 72201

6/1/74-5/31/75
$50,562

00059

OCD-CB-432(C1)
Day Care - IRS Brookhaven

The purpose of this project is to develop a child care resource service through support of a child care coordinator located on site of an Internal Revenue Service office representing coordination of federal, state, and local resources. The objectives are to identify parent needs for day care services, match them with known resources, and work with community resources to develop care for school age children.

Alice Brazier
County of Suffolk
Suffolk County Center
Riverhead, New York 11901

1/1/74-11/5/74
$50,000

OCD-CB-491(C1)
Health Advocacy in Child Care Programs

This project is a demonstration of a technical assistance model consisting of the evaluation of child care center compliance with recommended health standards, and the training of a center-designated staff member as a health advocate to improve center compliance. The effectiveness of the evaluation and training in improving the health component of child care centers will be determined and correlated with characteristics of the trainees, characteristics of the center, and community health awareness.

Susan S. Aronson, M.D.
Departments of Community and
Preventive Medicine/Pediatrics
The Medical College of Pennsylvania
3300 Henry Avenue
Philadelphia, Pennsylvania 19129

7/1/74-6/30/75
$121,841

OCD-CB-503(C1)
Parent-Child Centered Bilingual-Bicultural Daycare

This project utilizes a unique delivery system for both child care services and a bilingual-bicultural curriculum. Bilingual-bicultural day care services are provided by directly involving the mothers of young, two- to three-year-old Chicano children in an ongoing early education program. The mother serves as the primary instructor for her own and nine other children, and receives related training in child development.

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Eugene Garcia, Ph.D.
Department of Psychology
University of Utah
Salt Lake City, Utah 84112

6/30/74-6/29/75
$17,858

OCD-CB-505
Day Care Licensing Review

The New York State Department of Social Services is conducting a major review and revision of its current standards for licensing day care facilities. The Department will utilize recommendations from the State Day Care Advisory Committee and a special Ad Hoc Committee representative of day care interests in the state. The project will also provide community hearings on the revised standards and prepare the publication of the promulgated standards and guidelines.

Rosalind Silver
New York State Department of
Social Services
1450 Western Avenue
Albany, New York 12203

11/1/73-10/31/74
$22,000

OCD-CB-506
Improving Day Care Licensing Services Through Community Improvement

The Texas Department of Public Welfare will review certain aspects of its day care licensing services by the development and critique of the following issues: statutory alternatives in the development of effective legal framework for licensure of day care facilities for children; alternatives for regulating family day homes in Texas; options in the regulation of preschool programs in Texas; and fee charging in day care licensing.

Mabel Pitts
State Department of Public Welfare
John H. Reagan Building
Austin, Texas 78701

11/1/73-10/31/74
$22,000

OCD-CB-507
Day Care Licensing Review

The State of Massachusetts will reveiw its existing day care building/safety codes in relation to guidance material and will develop and execute training programs for local building/safety inspectors for uniformity of interpretation and inspection. The State will also expand

community awareness of and support for day care licensure through the development of interpretative guidance manuals.

Melissa Tillman
Office for Children
120 Boylston Street
Boston, Massachusetts 02116

11/1/73-10/31/74
$22,000

OCD-CB-509
Revision of Standards for Day Care Licensing

The Illinois Department of Children and Family Services will revise the licensing standards for day care centers and family day care homes by using the "Guide for Day Care Licensing" as a resource and the recommendations of the State Day Care Licensing Advisory Committee. The State plans to hold a series of public hearings prior to the final adoption of the revised standards.

Irene Gagaoudaki
Illinois Department of Child and Family Services
524 South Second Street
Springfield, Illinois 62706

12/1/73-11/30/74
$22,000

OCD-CB-510
Day Care Licensing and Improvement Project

The Michigan Department of Social Services plans to revise and reformulate Michigan's day care licensing rules in accordance with the concepts and procedures mandated by its new licensing law effective March 1974. The Department also plans to conduct a demonstration project on the registration of family day care homes.

Harold S. Gazan
Michigan Department of Social Services
300 South Capitol Avenue
Lansing, Michigan 48926

1/1/74-12/31/74
$21,984

OCD-CB-511
Day Care Licensing Review and Recommendations

The Pennsylvania Department of Public Welfare will review the existing Pennsylvania day care licensing/approval statute, regulations, policies, and practices using the Department of Health, Education and Welfare publication, "Guides for Day Care Licensing" as a resource. The Department will also utilize recommendations from its day care advisory

00062

committee and comments from its planned statewide hearings.

C. Kenneth Johnson
Department of Public Welfare
Commonwealth of Pennsylvania
Harrisburg, Pennsylvania 17120

3/1/74-2/28/75
$22,000

OCD-CB-512
Alabama's Reassessment of Day Care Licensing

The Alabama State Department of Pensions and Security will assess the overall licensing responsibility of the agency and review the agency's procedures and practices. The Department also plans to calculate the community relative to its licensing functions.

Ruben K. King
State Department of Pensions and Security
64 North Union Street
Montgomery, Alabama 36104

1/1/74-12/31/74
$22,000

OCD-CB-513
Day Care Licensing Review

This project will offer the State of California an opportunity to review existing child care licensing statutes, regulations, procedures, and organization arrangements. Efforts will be coordinated with the State Departments of Education, Social Welfare, and Health to determine where deficiencies in present arrangements exist, and to offer constructive suggestions for improvements.

Hollis M. Moore
Office of Educational Liaison
915 Capitol Mall - Room 235
Sacramento, California 95814

3/1/74-2/28/75
$22,000

90-C-84
Day Care Licensing Program

The State of Florida, Division of Family Services, will coordinate activities of agencies and organizations interested in promoting a statewide day care licensure law and uniform licensing standards. The project also includes the development and printing of educational and promotional materials on day care licensing.

00063

Frances Davis
Division of Family Services
P.O. Box 2050
Jacksonville, Florida 32203

3/1/74-2/28/75
$22,000

90-C-91
Day Care Licensing for Indian Reservations

The project will assess the existing status of day care licensing on 64 Indian Reservations, survey the needs as indicated by the Tribes, and coordinate activities with the Bureau of Indian Affairs and the Indian Health Service in the development of model day care codes specifically for Indian Reservations.

A.E. Garcia
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

4/1/74-3/31/75

90-C-94
Industrial Child Care Promotions

The purpose of this project is to test the feasibility of providing child care and youth programs through a system design for employees of resort hotels and relative collective bargaining provisions for the primary union involved with hotels. The project will identify variables that exist in the workings, thought processes, and follow-up procedures relative to the development, construction and operation of a program for employees' children from the viewpoint of management, union, and employees. A systems design will then be developed involving facility and program including a built-in evaluation from initial thoughts of industrial child care to assessments of actual operations.

Jane I. Douglas
Nevada Child Care Service Division
308 North Curry Street
Carson City, Nevada 89701

6/1/74-5/31/75
$30,040

90-C-346
Public Education for Child Care Licensing

The Iowa Department of Social Services has designed this project to demonstrate methods of achieving broad public support for child care services and licensing legislation. The approach will include joint efforts among the Iowa Department of Social Services, Iowa Association

for the Education of Young Children and other statewide public interest groups. Regional workshops involving policy makers, consumers, and providers of care will be held in an effort to achieve the Department's goals.

Catherine G. Williams
Iowa Department of Social Services
Lucas State Office Building
Des Moines, Iowa 50319

7/1/74-6/30/75
$21,000

09065

SOCIAL POLICY AND INFORMATION DISSEMINATION

Social Policy and Information Dissemination reflects the ongoing concern of the agency for information in conjunction with its role of investigating and reporting on trends, conditions,and problems affecting the development and well-being of children; and generating knowledge and information with respect to specific target populations of children.

OCD-CB-02(C3)
A Method for Reporting Research Relating to Children at ERIC Clearinghouse on Early Childhood Education

Research Relating to Children, prepared by the Children's Bureau Clearinghouse from 1948-1970, has been incorporated into the operation of ERIC/ECE and expanded to include topical papers and bibliographies. Preparation of the document continues and it is being evaluated with regard to its utility.

Lilian G. Katz, Ph.D.
ERIC, Clearinghouse on Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

3/1/74-2/28/75
$36,520

OCD-CB-18(C3)
The State of the Child: National Perspectives

The project will contribute to the development of information on the state of the child in the U.S. using the dimensions of the organismic-behavioral domain, ecological setting, and age level for data collected in three geographic bases for 1960 and 1970. The identification of social indicators and the development of social factors are included in the study to expedite reporting on the state of the child. A complementary substudy will examine the relationship of ethnic factors and child services to perceptual and behavioral variations.

Leonard S. Kogan, Ph.D.
City University of New York
33 West 42nd Street
New York, New York 10036

8/1/73-7/31/74
$191,308

09066

OCD-CB-107(C2-S)
Data Systems for Planning Children's Research

The project is utilizing a data system which has an information coordination function and includes collection, synthesis and dissemination of information to effect coordinated cooperative research of the federal agencies which are represented on the Interagency Panel on Early Childhood Research and Development and the Interagency Panel for Research and Development on Adolescence. The project also includes the production of documents in specialized fields in response to the research planning needs of the Panels, holding conferences relating to selected areas for interagency research planning, increasing the dissemination of information, and broadening representation on both Panels.

Ira H. Cisin, Ph.D.
Social Research Group
George Washington Unversity
2401 Virginia Avenue, N.W.
Washington, D.C. 20037

6/30/73-6/29/74
$166,364

OCD-CB-167(C2)
Implementation of State Early Childhood Programs

This is a systematic effort to assist the states in initiating or expanding services to young children and their families in the areas of quality day care and child development programs.

Sally V. Allen, M.A.
Early Childhood Task Force
Education Commission of the States
300 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80203

10/1/73-9/30/74
$218,084

OCD-CB-457(C1)
Education Technology Demonstration - International Involvement Plan

The Early Childhood Development component of the Educational Technology Demonstration will direct a mix of the telecommunications system's educational programming to parents, teachers and others who give care to preschool children, in an effort to demonstrate the effectiveness of the telecommunications system mixes. The project will be utilized as a training ground for people involved in communication technology projects in other countries such as India and Brazil. Areas under investigation are 1) delivery systems approaches unique to each country, 2) early childhood development universals at both child and adult levels

00067

and 3) cultural differences and their potential contribution to more effective early childhood development programming.

James H. Peterson, Ph.D.
Early Childhood Component
Educational Technology Demonstration
Federation of Rocky Mountain States
2480 West 26th Avenue/B-300
Denver, Colorado 80211

6/1/74-5/31/75
$37,505

90-C-85
Planning and Construction of a Museum for Children

The purpose of this project is to establish a participant client centered Children's Museum as a permanent cultural institution in Denver and the Rocky Mountain Region, and develop an outreach program. The project will continue to design, construct, and display selected educational exhibits and test the effectiveness of various exhibits in different areas of the city on differing socioeconomic populations including handicapped children in terms of stimulating cognitive development and positive self-concept.

Glen E. McGlathery
Children's Museum of Denver, Inc.
1100 Fourteenth Street, Room 704a
Denver, Colorado 80202

6/30/74-6/30/75
$40,527

90-C-371
A Feasibility Study of a Demonstration Project to Alert SSI-eligible Children and to Study Their Experience with the Program

This is a feasibility study to determine whether a demonstration project could be a viable mechanism through adding SSI, and locating and enrolling low income handicapped children in its cash grants program. The objectives are to identify a system to facilitate contact between potentially eligible children and SSI; to study the processes of these cases; and analyze the results and prepare a final report.

Judith S. Helms
National Council of Organizations
for Children and Youth
1910 K Street, N.W.
Washington, D.C. 20006

7/1/74-8/30/74
$3,700

00068

Graduate Training and Basic Research Program

This project, jointly funded by the Office of Child Development, Social and Rehabilitation Service, Health Services and Mental Health Administration, and Office of Education, supports various training and basic research activities of the University of Chicago School of Social Service Administration. Areas covered include child development programs, social services in schools, and health services.

Harold A. Richman, Ph.D.
University of Chicago School of
Social Service Administration
Chicago, Illinois 60637

7/1/74-6/30/75
$52,975

HEW-OS-74-306
Children's Concern Center - Phase II

This project is designed to develop, test and evaluate the feasibility of an information retrieval and delivery system related to public concerns about the health, education and social welfare of children. Information will be collected and distributed in response to written inquiries, and the volume and kinds of issues, concerns and interests of the public will be evaluated.

Virgie G. Madison
Howard University
School of Social Work
Washington, D.C. 20001

6/29/74-2/28/75
$194,171

TELEVISION AND CHILDREN

Television and Children pertains to the role of television as a socializing agent in the lives of children. While ongoing activities reflect the interest in the development of effective instructional models, other funded studies have specifically depicted the issues of the influence of television content on the development of children's prosocial behaviors and the role of other socializing agents (e.g. parents) in moderating the impact of television content.

OCD-CB-479(C1)
Television Model Effects on Cognitive Skills

This project is assessing the effects of television models, and television models supplemented with classroom or home support activities, on the development of complex cognitive skills in young Papago Indian children. Instructional television sequences are being developed and tested for their effectiveness in teaching skills such as question-asking, seriation, enumeration skills and conservation skills.

Ronald W. Henderson, Ed.D.
Office of Child Research
Arizona Center for Educational
Research and Development
College of Education
University of Arizona
Tucson, Arizona 85721

6/30/74 - 6/29/75
$162,681

OCD-CB-340(C1)
Television and Prosocial Behavior

Through a combination of laboratory and field experiments, this project is determining 1) the effects of the "Misterogers Neighborhood" television program on prosocial behavior of preschool children, and 2) which environmental conditions combine with such a program to produce the greatest positive benefits. Environmental variables being explored are physical cues similar to the television program, verbal labeling and rehearsal, role-taking, and training adults in principles congruent with the television program.

Aletha H. Stein, Ph.D.
Lynette K. Friedrich, Ph.D.
College of Human Development
Pennsylvania State University
University Park, Pennsylvania 16802

9/1/73 - 8/31/74
$38,555 (grant supplement)

90-C-245
Television Content and Children's Social Attitudes

This research project is designed to evaluate the nature of the influences of television content on the development of children's attitudes toward women's roles and the attributes women may legitimately possess, with specific focus on the stereotypic and diverse nature of the roles. The resultant outcomes that will be observed are the decrease of women's role diversity in terms of both girls' knowledge of women's roles and girls' behavioral choices of women's roles.

Charles R. Bolz, Ph.D.
Department of Educational Psychology
The University of Texas at Austin
Austin, Texas 78712

9/1/74-8/30/75
$99,883

90-C-247
Children's Critical Evalution of Television Content

The goals of this project are to identify the processes children use to evaluate the applicability of diverse television content to their lives, to discover if parents can teach these processes, and to discern if children who are taught these processes are less affected by the television they watch. In the first year, processes which children and adults use, or could use, to evaluate television content will be identified, measures of attitudes in three issue areas (social interaction, concept of racial and ethnic groups, and concepts of appropriate sex-roles for men and women) will be devised, and videotapes of television programs presenting influential content about each of these three issue areas will be collected.

Aimee Dorr Leifer, Ph.D.
Center for Research in Chidren's Television
Graduate School of Education
Harvard University
Cambridge, Massachusetts 02138

7/1/74-6/30/75
$73,392

EVALUATION PROJECTS

PRESCHOOL CHILD DEVELOPMENT

Programmatic activities in this area include Project Head Start Full Year and Summer Programs; Head Start Collaboration with Medicaid Early Periodic Screening, Diagnosis and Treatment Program; augmenting Head Start Services to Handicapped children, as well as the development of new approaches for providing Head Start services to handicapped children.

H-9766
Designing An Evaluation of Social Competency in Head Start Children

This project will assess options for designing a comprehensive evaluation of the Head Start program, and will make recommendations concerning these options in the form of reports. Tasks will include developing a conceptual framework for identifying outcome variables and program effects, identifying significant outcome variables in social competence, screening and selecting outcome variables for assessment, identifying appropriate existing measures and developing new measures, and designing evaluation plans.

Senta A. Raizen
The Rand Corporation
Santa Monica, California

7/1/73-9/30/74
$288,088 (Grant period extended; no additional funds)

HEW-OS-74-295
Head Start/EPSDT Collaboration Program Evaluation

The purpose of this project is to evaluate the Head Start Collaboration with Medicaid Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program in meeting its goals and objectives and the effectiveness of this approach as a means for achieving those objectives.

Susan Thomases
Boone, Young, and Associate, Inc.
551 Fifth Avenue
New York, New York 10017

6/26/74-12/26/75
$152,773.53

00072

HEW-OS-73-222
Serving Handicapped Children

The purpose of this project is to conduct a review and evaluation of services provided to handicapped children enrolled in Head Start programs. Tasks include the design and implementation of an information system for use by local programs and the Office of Child Development regarding enrollment and services to handicapped children; collection and analysis of data regarding enrollment and services provided; assessment of the Head Start programs and experimental projects serving handicapped children; development of methods for estimating costs of services; and preparation of an issue paper for an impact evaluation of the handicapped effort in Head Start.

Alan Bogatay
Systems Research, Inc.
Commerce Center Building
Lansing, Michigan 48933

6/1/73-10/31/74
$450,000

DEVELOPMENTAL CONTINUITY

Developmental Continuity encompasses those experimental programs designed to explore alternative strategies which promote continuous processes of learning, growth and development in young children. The aim of this effort is to gain new insights, and develop appropriate models and approaches for achieving cooperative, comprehensive services for dissemination and implementation on a broad scale.

HEW-OS-74-265
Feasibility of a Summative Evaluation and Follow-up Study of the Child and Family Resource Program

The intent of this contract is to determine the feasibility of performing a summative evaluation of the Child and Family Resource Program. If the evaluation is deemed feasible, the contractor will continue on with the design of the evaluation.

Geraldine Brookins
Tony Bryk
Huron Institute
119 Mt. Auburn Street
Cambridge, Massachusetts 02138

6/29/74-12/28/74
$50,581

HEW-OS-74-274
Formative Evaluation of the Child and Family Resource Program

The formative evaluation consists of the designing of an information system, and the conducting of a process evaluation which describes the planning, start-up, and program design.

George Woodring
Development Associates, Inc.
1521 New Hampshire Avenue, N.W.
Washington, D.C. 20036

6/28/74-6/28/75
$180,567

H-1926
Data Analysis of Short Term Effects for the National Head Start Planned Variations Study

Project objectives include the analysis and writing of reports on the data collected by SRI to evaluate the Planned Variation models of Head Start. The focus will be on determining the effects of the Head Start Planned Variations on children, determining the differences among models, and determining how children's characteristics, such as

00074

initial I.Q., socioeconomic status and prior preschool experience, interact with the effectiveness of the models.

David K. Cohen, Ph.D.
Huron Institute, Inc.
119 Mt. Auburn Street
Cambridge, Massachusetts 02138

7/1/72-6/30/74 (Grant period extended; no additional funds)

H-8256
Disadvantaged Children and Their First School Experience (ETS Longitudinal Study)

A longitudinal study conducted in four sites is recording the development of disadvantaged children from age three and one-half through their first school experiences, which may include Head Start and Follow-Through as well as regular primary school. The study will provide basic data concerning the impact of preschool experiences on the development of disadvantaged children. Focus will be on identifying components of early education that are associated with cognitive, personal and social development of the disadvantaged, and on the environmental and background variables which moderate these associations.

Virginia Shipman
Educational Testing Service
Rosedale Road
Princeton, New Jersey 08540

8/1/73-7/31/74
$483,897

00075

PARENT-CHILD INTERACTION

Parent-Child Interaction is part of a larger effort of the agency to recognize, emphasize, and reinforce the parents' role as the prime influence in the education and overall development of their own children, especially from the prenatal period through the preschool years. The aim of this programmatic effort is to explore and develop mechanisms for promoting parent-child interaction and models for dissemination and utilization by Head Start, school systems, and other community and child development service agencies or programs.

HEW-OS-72-127
Home Start Evaluation - Phase III

This is a formative and summative evaluation of Home Start. The formative evaluation consists of process case studies for 15 Home Start sites. A test battery developed during the first year of the project will be utilized.

Dennis Deloria
High Scope Educational Research Foundation
125 N. Huron Street
Ypsilanti, Michigan 48118

3/24/74-3/23/75
$624,150

H-2997
A Study of the Impact of the Parent-Child Centers on Parents and An Evaluation of the Advocacy Parent-Child Centers

The purpose of the evaluation is to describe the program content and organization characteristics across 32 Parent-Child Centers and to assess the impact of participation on families and children. In addition, the study will include an evaluation of the seven Advocacy Parent-Child Centers.

Douglas Holmes, Ph.D.
Center for Community Research
33 West 60th Street
New York, New York 10023

10/1/73-9/30/74
$100,297

99076

STATE, LOCAL, AND COMMUNITY CAPACITY BUILDING IN CHILDREN'S SERVICES

State, Local, and Community Capacity Building in Children's Services is part of an overall effort of the agency to expand its capability to enhance the capacity of state and local governments to plan, implement, and evaluate service programs for children.

HEW-OS-74-246
Evaluation of the Project Head Start Training and Technical Assistance Program

The purpose of the evaluation is to assess the overall effectiveness of the Project Head Start Training and Technical Assistance Program in assisting Head Start grantees, Regional and National Office staff in achieving Head Start Program objectives and improving the program quality. Analysis will focus on the overall management process, delivery system, quality of training and technical assistance provided, and its effects on the program.

Barbara Ruffino
Kirschner Associates, Inc.
733 15th Street, N.W.
Washington, D.C. 20005

6/28/74-6/28/75
$159,000

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DHEW REGION INDEX

REGION I (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

OCD-CB-33(C3) - Page 24
OCD-CB-98(C3) - Page 20
OCD-CB-141(C2) - Page 13
OCD-CB-174(C1) - Page 49
OCD-CB-193(C1) - Page 21
OCD-CB-449(C2) - Page 35
OCD-CB-473(C1) - Page 14
OCD-CB-507 - Page 55
90-C-247 - Page 65
90-C-252 - Page 31
90-C-257 - Page 23
H-1926 - Page 68

REGION II (New Jersey, New York, Puerto Rico)

OCD-CB-18(C3) - Page 60
OCD-CB-39(C3) - Page 24
OCD-CB-59(C2) - Page 38
OCD-CB-60(C2) - Page 38
OCD-CB-100(C4) - Page 20
OCD-CB-118(C1) - Page 49
OCD-CB-151(C1) - Page 34
OCD-CB-386(S) - Page 11
OCD-CB-405(C1) - Page 51
OCD-CB-432(C1) - Page 54
OCD-CB-456(C1) - Page 31
OCD-CB-458(C1) - Page 26
OCD-CB-459(C1) - Page 27
OCD-CB-460(C1) - Page 27
OCD-CB-461(C1) - Page 27
OCD-CB-463(C1) - Page 28
OCD-CB-480(C1) - Page 21
OCD-CB-482(C1) - Page 47
OCD-CB-505 - Page 55
OCD-CB-508 - Page 15
90-C-74 - Page 16
90-C-79 - Page 17
90-C-360 - Page 43

89078

H-2997 - Page 70
H-8256 - Page 69
HEW-OS-74-265 - Page 68
HEW-OS-74-293 - Page 43
HEW-OS-74-295 - Page 66

REGION III (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, West Virginia)

OCD-CB-101(C2) - Page 25
OCD-CB-107(C3) - Page 61
OCD-CB-134(C2) - Page 39
OCD-CB-310(C1) - Page 50
OCD-CB-317 (C2) - Page 11
OCD-CB-340(C1) - Page 64
OCD-CB-437(C2) - Page 47
OCD-CB-462(C1) - Page 28
OCD-CB-474(C1) - Page 40
OCD-CB-475(C1) - Page 31
OCD-CB-491(C1) - Page 54
OCD-CB-511 - Page 56
90-C-83 - Page 19
90-C-227 - Page 41
90-C-258 - Page 30
90-C-261 - Page 33
90-C-371 - Page 62
HEW-OS-74-246 - Page 71
HEW-OS-74-274 - Page 68
HEW-OS-74-306 - Page 63

REGION IV (Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina Tennessee)

OCD-CB-138(C2) - Page 26
OCD-CB-158(C2) - Page 26
OCD-CB-422(C2) - Page 35
OCD-CB-464(C1) - Page 29
OCD-CB-512 - Page 57
OCD-MC-14(C2) - Page 48
90-C-82 - Page 18
90-C-84 - Page 57
90-C-244 - Page 44

90-C-246 - Page 29
90-C-259 - Page 33
HEW-OS-74-216 - Page 46

REGION V (Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)

OCD-CB-02(C3) - Page 60
OCD-CB-71(C2) - Page 39
OCD-CB-407(C2) - Page 51
OCD-CB-408(C1) - Page 51
OCD-CB-409(C1) - Page 52
OCD-CB-485 - Page 36
OCD-CB-490 - Page 21
OCD-CB-494(C1) - Page 22
OCD-CB-500(C1) - Page 14
OCD-CB-509 - Page 56
OCD-CB-510 - Page 56
90-C-243 - Page 44
90-C-253 - Page 32
90-C-260 - Page 30
90-C-344 - Page 45
HEW-OS-72-127 - Page 70
HEW-OS-73-222 - Page 67

REGION VI (Arkansas, Louisiana, Oklahoma, New Mexico Texas)

OCD-CB-417 - Page 34
OCD-CB-426(C2) - Page 53
OCD-CB-493(C1) - Page 22
OCD-CB-506 - Page 55
90-C-78 - Page 17
90-C-80 - Page 18
90-C-91 - Page 58
90-C-245 - Page 65
90-C-254 - Page 12
90-C-263 - Page 34

REGION VII (Iowa, Kansas, Missouri, Nebraska)

OCD-CB-453(C1) - Page 36
OCD-CB-489(C1) - Page 37
90-C-75 - Page 16
90-C-249 - Page 41
90-C-250 - Page 23
90-C-251 - Page 41
90-C-346 - Page 58

REGION VIII (Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)

OCD-CB-167(C2) - Page 61
OCD-CB-248(C2) - Page 50
OCD-CB-371(C1) - Page 13
OCD-CB-454(C1) - Page 14
OCD-CB-457(C1) - Page 61
OCD-CB-499(C1) - Page 47
OCD-CB-503(C1) - Page 54
90-C-73 - Page 15
90-C-85 - Page 62
90-C-257 - Page 23
90-C-262 - Page 33
90-C-341 - Page 45

REGION IX (Arizona, California, Hawaii, Nevada, American Samoa, Guam, Trust Territory of Pacific Islands, Waki Island)

OCD-CB-17(C3) - Page 24
OCD-CB-48(C3) - Page 48
OCD-CB-127(C2) - Page 25
OCD-CB-264(C1) - Page 50
OCD-CB-366(C2) - Page 13
OCD-CB-411(C2) - Page 52
OCD-CB-414(C2) - Page 53
OCD-CB-424(C2) - Page 53
OCD-CB-479(C1) - Page 64
OCD-CB-488(C1) - Page 36
OCD-CB-497(C1) - Page 29
OCD-CB-513 - Page 57

99081

OCD-MC-13(C2) - Page 48
90-C-81 - Page 18
90-C-93 - Page 40
90-C-94 - Page 58
90-C-104 - Page 19
90-C-255 - Page 32
90-C-351 - Page 42

REGION X (Alaska, Idaho, Oregon, Washington)

OCD-CB-397(C2) - Page 39
OCD-CB-481(C1) - Page 40
90-C-76 - Page 16
90-C-77 - Page 17

99082

PRINCIPAL INVESTIGATOR AND INSTITUTION INDEX

A

Academy of Urban Services, 36,37
Adair, Alvis V., 31
Adams County Department of Social Services, 15
All Indian Pueblo Council, 22
Allen, Sally V., 61
American Humane Association, 14
American Public Welfare Association, 39
Arkansas Department of Education, 53
Arkansas Social Service, 17
Arkava, Morton L., 45
Aronson, Susan S., 54
Atlanta University School of Social Work, 35

B

Behavior Associates, 29
Bell, Sylvia, 33
Beller, Kuno, 50
Belpron, Marie Christine, 18
Black Analysis, Inc., 35
Bluestone, Carolyn M., 22
Bogatay, Alan, 67
Boger, Robert P., 35
Bolz, Charles R., 65
Boone, Young and Associates, Inc., 66
Boston College Law School, 14
Bowman, Jeanne M., 46
Boy Scouts of America, 26
Boys' Clubs of America, 27
Brazier, Alice, 54
Bricker, William R., 27
Brookins, Geraldine, 78
Brown, Florine, 16
Bryk, Tony, 68
Butterfield, Mary Jo, 17

C

Cadol, Roger, 14
Callinan, Brendan, 39
Campbell, Martha Jo, 48
Campesinos Unidos, Inc., 53
Cardenas, Elvia, 25
Case Western Reserve University, 30
Center for Community Research Research, 70
Center for Urban Affairs, 45
Chantiny, John, 48
Chapman, Jane E., 50
Charles R. Drew Postgraduate Medical School, 18
Child Welfare League of America, 31, 38, 43
Children's Hospital Medical Center, 13
Children's Museum of Denver, Inc., 62
Children's Research Institute of California, 41
Children's Services Division (Oregon), 40
Cisen, Ira H., 61
City University of New York, 34, 60
City of Winston-Salem, 48
Cohen, David K., 69
Columbia University, 11
Columbia University School of Public Health, 21
Consortium on Early Childbearing and Childrearing, 25
Coordinated Child Care Council of South Los Angeles, 37
Culley, James D., 41

00083

D

Daugherty, Hope S., 28
David, Oliver J., 47
Davis, Frances, 58
DeFrancis, Vincent, 14
Deloria, Dennis, 70
Denver Department of Health and hospitals, 14
Department of Human Resources (Arlington), 19
Department of Public Welfare (Pennsylvania), 57
Department of Social Services (Iowa), 42
Department of Social Services (Santurce), 18
Development Associates, Inc., 68
Division of Family Services (Baton Rouge), 18
Division of Family Services (Florida), 58
Douglas, Jane I., 58
Dow, Peter, 24
Downstate Medical Center, 47

E

Echele, Gregory, 16
Economic Opportunity Board of Clark County, 52
Education Commission of the States, 61
Educational Testing Service, 69
Education Development Center, 24
Edwards, Raymond, 19

F

Family Development Center, 24
Federation of Rocky Mountain States, 62
Fein, Greta, 20
Fleming, Elyse S., 30
Frankenburg, William K., 24
Friedrich, Lynette K., 64

G

Gagaoudaki, Irene, 56
Garcia, A.E., 58
Garcia, Camile, 51
Garcia, Eugene, 34, 55
Garrett, Aline M., 34
Gazan, Harold S., 56
George Washington University, 61
Girl Scouts of the United States of America, 27
Goldberg, Susan, 32
Golden, Mark, 49
Gordon, Andrew C., 45

H

Hahnemann Medical College and Hospital, 11
Hargrave, Mabel Vivian, 49
Harvard Graduate School of Education, 21, 23
Harvard University, 49, 65
Heinicke, Christoph, 49
Heintz, Madelynn, 15
Helms, Judith S., 62
Henderson, Ronald E., 64
Hendrix, Jeanette, 18
High Scope Educational Research Foundation, 70
Hock, Ellen, 22
El Hogar del Nino, 52
Hoggard, J. David, 52
Holmes, Douglas, 70
Howard University, 30, 31, 63
Huron Institute, 68, 69

I

Ibarra, Abdon, 12
Illinois Department of Children and Family Services, 39, 56
Indian Center, 40
Institute of Black Studies, 23
Institute of Judicial Administration, 15

International Orphans, Inc., 42
Iowa Department of Social Services, 59

J

Janeway, Charles A., 13
The John Hopkins University School of Medicine, 33
Johnson, C. Kenneth, 57
Juvenile Welfare Board (St. Petersburg), 19

K

Kagan, Jerome, 49
Kagan, Marion, 48
Kahn, Alfred J., 11
Kammerman, Sheila B., 11
Kansas State University, 42
Kanwit, Julia, 19
Kasper, Jane M., 52
Katz, Lilian, 60
Katz, Phyllis, 34
Katz, Sanford N., 14
Kennedy, C.E., 42
Kern County Economic Opportunity Corporation, 53
Kessen, William, 20
Kimbrough, Jackie, 37
King, Ruben K., 57
Kirkland, Jack A., 23
Kirschner Associates, Inc., 71
Knight, Janet M., 17
Kogan, Leonard S., 60

L

Lally, J. Ronald, 21
Langner, Thomas S., 21
Leifer, Aimee Dorr, 65
Levy, Robert J., 32
Lewis, Judith L., 24
Lieber, Leonard, 19
Littleton, Arthur C., 36
Lockett, Patricia W., 46

M

MacLachlan, Edith, 28
Madison, Virgie G., 63
Makah Tribal Council, 17
Marion Community Child Care Council, Inc., 22
Martinez, Josie, 51
Mathis, Arthur, 33
Matthies, Gary D., 17
McGlathery, Glen E., 62
Medical and Health Research Association of New York City, Inc., 49
The Medical College of Pennsylvania, 54
Meharry Medical College, 33
Meighan, Michael, 40
Michigan Department of Social Services, 56
Michigan State University, 36
Mission Child Care Consortium, Inc., 13
Mississippi Band of Choctaw Indians, 26
Moore, Hollis M., 51
Morris, Anne G., 25
Morris, Larry A., 29
Mount Sinai School of Medicine, 25
Murphy, Joseph B., 35
Murphy, Sara, 53

N

Nagi, Saad Z., 15
National Association for the Advancement of Colored People, 44
National Council of Organizations for Children and Youth, 62

8009085

National Federation of Settlements and Neighborhood Centers, 28
National Society for Autistic Children, 47
National Urban League, Inc., 40
Nelson, Shirley A., 25
Neumann, Craig H., 44
Nevada Child Care Service Division, 58
New York State Department of Social Services, 55
Nicholson, Margaret, 15
Nobles, Wade W., 32
Nova University, 26

O

Office for Children (Massachusetts), 56
Office of Educational Liaison (California), 57
Ohio Agricultural Research and Development Center, 22
The Ohio State University, 15
Ojeda, David, 35

P

Pacific Oaks College, 50
The Panel for Family Living, 17
Parents Anonymous, 19
Parker, Donald Carroll, 29
Pascoe, Delmer J., 41
Pennsylvania State University, 64
Peterson, James H., 62
Pike, Victor, 40
Pitts, Mabel, 55
Potter, Bobbie, 47
Prescott, Elizabeth, 50
Puerto Rican Association for Community Affairs, Inc., 51

Q

Quigley, Patrick, 26

R

Raizen, Senta A., 66
Ramirez, Adalberto, 53
The Rand Corporation, 66
Reiss-Davis Child Study Center, 49
Richardson, Jacqueline L., 27
Richman, Harold A., 63
Roberts, Albert, 31
Rodriquez, Roberto, 52
Rosser, Pearl L., 30
Ruffino, Barbara, 71

S

St. Louis Children's Hospital, 16
The Salvation Army, 28
Santa Barbara Family Care Center, 25
Saslow, Harry L., 30
Satinsky, Victor P., 11
Savage, James, 31
Save The Children Federation, 29
Schaefer, Earl S., 30
Segal, Marilyn, 26
Settles, Barbara H., 41
Shackleton, Lawrence, 40
Shipman, Virginia, 69
Shyne, Ann W., 31, 38
Silcott, T. George, 35
Silva, Amarante, 22
Silver, Rosalind, 55
Smart, Walter L., 28
Smith, Ernest H., 18
Southwest Educational Development Laboratory, 58
The Spanish-American Committee for a Better Community, 52
Stafford, Ivan B., 26
State Department of Pensions and Security (Alabama), 57
State Department of Public Welfare (Texas), 55
State Division of Youth and Family Services, 16
Stein, Aletha H., 64

810086

Stone, Helen D., 38, 43
Suffolk County Center, 54
Sullivan, Ruth C., 47
Sussman, Marvin B., 30
Syracuse University, 21
Systems Research, Inc., 67

T

Taylor, William M., 43
Temple University, 50
Ten Broeck, Elsa, 13
Texas Migrant Council, Inc., 12,35
Thesing, Joseph F., 42
Thomases, Susan, 66
Tillman, Melissa, 56
Traveler's Aid - International, 43
Trumbull County Children Services Board, 44

U

United Migrant Opportunity Services, Inc., 51
U. S. Department of Agriculture, 28
University of Arizona, 64
University of Chicago School of Social Service Administration, 63
University of Colorado Medical Center, 24, 50
University of Delaware, 41
University of Hawaii, 48
University of Illinois, 60
University of Massachusetts, 32
University of Minnesota, 32
University of Montana, 45
University of North Carolina - Chapel Hill, 30
University of Southwestern Louisiana, 34
The University of Texas at Austin, 65
University of Utah, 34, 55
The Urban Observatory, 46

W

Warren, Polly S., 50
Watts, Jean Carew, 23
Westside Community Mental Health Center, 32
White, Burton L., 21
Williams, Catherine G., 59
Wind River Indian Association, Inc., 47
Woodring, George, 68
Worrell, Beverly, 44

Y

Yale University, 20

Z

Zober, Edith, 42

00087

PROJECT NUMBER INDEX

Project Number	Research and Demonstration, Evaluation Area	Page
OCD-MC-13(C2)	Day Care	48
OCD-MC-14(C2)	"	48
OCD-CB-02(C3)	Social Policy/Information Dissemination	60
OCD-CB-17(C3)	Child Development and the Family, Education for Parenthood	24
OCD-CB-18(C3)	Social Policy/Information Dissemination	60
OCD-CB-33(C3)	Child Development and the Family, Education for Parenthood	24
OCD-CB-39(C3)	"	24
OCD-CB-48(C3)	Day Care	48
OCD-CB-59(C2)	Children at Risk and the Child Welfare System, Adoption and Foster Care	38
OCD-CB-60(C2)	"	38
OCD-CB-71(C2)	"	39
OCD-CB-98(C3)	Child Development and the Family, Early Childhood	20
OCD-CB-100(C4)	"	20
OCD-CB-101(C2)	Child Development and the Family, Education for Parenthood	25
OCD-CB-107(C3)	Social Policy/Information Dissemination	61
OCD-CB-118(C1-S1)	Day Care	49
OCD-CB-127(C2)	Child Development and the Family, Education for Parenthood	25
OCD-CB-134(C2)	Children at Risk and the Child Welfare System, Adoption and Foster Care	39

OCD-CB-1[illegible](C2)	Child Development and the Family, Education for Parenthood	26
OCD-CB-141(C2)	Child Abuse and Neglect	13
OCD-CB-151(C1)	Child Development and the Family, Social Ecology	34
OCD-CB-158(C2)	Child Development and the Family, Education for Parenthood	26
OCD-CB-167(C2)	Social Policy/Information Dissemination	61
OCD-CB-174(C1)	Day Care	49
OCD-CB-193(C1)	Child Development and the Family, Early Childhood	21
OCD-CB-248(C2)	Day Care	50
OCD-CB-264(C1)	"	50
OCD-CB-310(C1)	"	50
OCD-CB-317(C2)	Advocacy	11
OCD-CB-340(C1)	Television and Children	64
OCD-CB-366(C2)	Child Abuse and Neglect	13
OCD-CB-371(C1)	"	13
OCD-CB-386(S)	Advocacy	11
OCD-CB-397(C2)	Children at Risk and the Child Welfare System, Adoption and Foster Care	39
OCD-CB-405(C1)	Day Care	51
OCD-CB-407(C1)	"	51
OCD-CB-408(C1)	"	51
OCD-CB-409(C1)	"	52
OCD-CB-411(C1)	"	52
OCD-CB-414(C1)	"	53

09089

OCD-CB-417	Child Development and the Family, Social Ecology	34
OCD-CB-422(C2)	"	35
OCD-CB-424(C1)	Day Care	53
OCD-CB-426(C2)	"	53
OCD-CB-432(C1)	"	54
OCD-CB-437(C2)	Children at Risk and the Child Welfare System, Institutions/Other	47
OCD-CB-449(C2)	Child Development and the Family, Social Ecology	35
OCD-CB-453(C1)	"	36
OCD-CB-454(C1)	Child Abuse and Neglect	14
OCD-CB-456(C1)	Child Development and the Family, Family Styles	31
OCD-CB-457(C1)	Social Policy/Information Dissemination	61
OCD-CB-458(C1)	Child Development and the Family, Education for Parenthood	26
OCD-CB-459(C1)	"	27
OCD-CB-460(C1)	"	27
OCD-CB-461(C1)	"	27
OCD-CB-462(C1)	"	28
OCD-CB-463(C1)	"	28
OCD-CB-464(C1)	"	29
OCD-CB-473(C1)	Child Abuse and Neglect	14
OCD-CB-474(C1)	Children at Risk and the Child Welfare System, Adoption and Foster Care	40
OCD-CB-475(C1)	Child Development and the Family. Family Styles	31
OCD-CB-479(C1)	Television and Children	64

00090

OCD-CB-480(C1)	Child Development and the Family, Early Childhood	21
OCD-CB-481(C1)	Children at Risk and the Child Welfare System, Adoption and Foster Care	40
OCD-CB-482(C1)	Children at Risk and the Child Welfare System, Institutions/Other	47
OCD-CB-485	Child Development and the Family, Social Ecology	36
OCD-CB-488(C1)	"	36
OCD-CB-489(C1)	Child Development and the Family, Social Ecology	37
OCD-CB-490(C1)	"	21
OCD-CB-491(C1)	Day Care	54
OCD-CB-493(C1)	Child Development and the Family, Early Childhood	22
OCD-CB-494(C1)	"	22
OCD-CB-497(C1)	Child Development and the Family, Education for Parenthood	29
OCD-CB-499(C1)	Children at Risk and the Child Welfare System, Institutions/Other	47
OCD-CB-500(C1)	Child Abuse and Neglect	14
OCD-CB-503(C1)	Day Care	54
OCD-CB-505	"	55
OCD-CB-506	"	55
OCD-CB-507	"	55
OCD-CB-508	Child Abuse and Neglect	15
OCD-CB-509	Day Care	56
OCD-CB-510	"	56
OCD-CB-511	"	56

90091

OCD-CB-512	Day Care	57
OCD-CB-513	"	57
90-C-73	Child Abuse and Neglect	15
90-C-74	"	16
90-C-75	"	16
90-C-76	"	16
90-C-77	"	17
90-C-78	"	17
90-C-79	"	17
90-C-80	"	18
90-C-81	"	18
90-C-82	"	18
90-C-83	"	19
90-C-84	Day Care	57
90-C-85	Social Policy/Information Dissemination	62
90-C-91	Day Care	58
90-C-93	Children at Risk and the Child Welfare System, Adoption and Foster Care	40
90-C-94	Day Care	58
90-C-104	Child Abuse and Neglect	19
90-C-227	Children at Risk and the Child Welfare System, Adoption and Foster Care	41
90-C-243	Children at Risk and the Child Welfare System, Adoption of the Handicapped	44
90-C-244	"	44
90-C-245	Television and Children	65

00092

90-C-246	Child Development and the Family, Family Interface with Schools and Other Institutions	29
90-C-247	Television and Children	65
90-C-249	Children at Risk and the Child Welfare System, Adoption and Foster Care	41
90-C-250	Child Development and the Family, Early Childhood	23
90-C-251	Children at Risk and the Child Welfare System, Adoption and Foster Care	41
90-C-252	Child Development and the Family, Family Styles	31
90-C-253	"	32
90-C-254	Advocacy	12
90-C-255	Child Development and the Family, Family Styles	32
90-C-256	Child Development and the Family, Early Childhood	23
90-C-257	"	23
90-C-258	Child Development and the Family, Family Interface with Schools and Other Institutions	30
90-C-259	Child Development and the Family, Family Styles	33
90-C-260	Child Development and the Family, Family Interface with Schools and Other Institutions	30
90-C-261	Child Development and the Family, Family Styles	33
90-C-262	"	33
90-C-263	"	34
90-C-341	Children at Risk and the Child Welfare System, Deinstitutionalization	45

99093

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90-C-344	Children at Risk and the Child Welfare System, Deinstitutionalization	45
90-C-346	Day Care	58
90-C-351	Children at Risk and the Child Welfare System, Adoption and Foster Care	42
90-C-360	"	43
90-C-371	Social Policy/Information Dissemination	62
H-1926	Preschool Child Development	68
H-2997	Parent-Child Interaction	70
H-8256	Preschool Child Development	69
H-9766	"	66
HEW-OS-72-127	Parent-Child Interaction	70
HEW-OS-73-222	Preschool Child Development	67
HEW-OS-74-216	Children at Risk and the Child Welfare System, Emergency Services	46
HEW-OS-74-246	State, Local, and Community Capacity Building in Children's Services	71
HEW-OS-74-265	Developmental Continuity	68
HEW-OS-74-274	"	68
HEW-OS-74-293	Children at Risk and the Child Welfare System, Adoption and Foster Care	43
HEW-OS-74-295	Preschool Child Development	66
HEW-OS-74-306	Social Policy/Information Dissemination	63